

A Comparative Study Between Offline and Online Listening Classes of Major - Students in Hufi

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ABSTRACT

Listening skill has always been one of the most challenging and the most central to English language learning since without mastering this skill, students will find it hard to understand or communicate well in English. When the Covid 19 began its global rampage in the early year 2019, online learning has got its spotlight ever since. All sudden, not only lecturers but students have to face with the whole new level of learning and teaching: “put everything online”. For that reason, listening class must be conducted online and both students and lectures have no other choices to accept and get used to this new kind of class. The main subject of this study is the second-year students in an English major class. Forty students served as participants in this study. The study focuses on finding out student’s thought of effectiveness of offline and online classes and their perception about these two types of classes. The students will answer a Google Form Online. Hopefully, through this study, not only lectures but also teachers of all ages may understand thoroughly online teaching so that schools, universities, and other educational institutions can be more confidently in using teaching online to make education more diverse and improve the experience of, and outcomes for, students.

Keywords: online learning, offline learning, listening skill, preferences, major-students

1 Introduction

The COVID-19 Pandemic has made a huge adjustment in not only the process of learning and teaching in higher education but also the interaction between instructors and learners (Ahmad, Saffardin, & Teoh, 2020; Ahmad *et al.*, 2020; Teoh & Kee, 2020). This sudden change in education makes both teaching staffs and students get used to many more state-of-the-arts in teaching and learning technologies, apps...toi really have an effective online classes. And for many English major students in Hufi, this situation left them no choices but attending Listening skill classes via Internet which is somehow strange and somewhat unfamiliar at the first place. As I already mentioned, listening does play an essential role in communication as it is the skills that takes up to 40-50% in the total time spent on communicating while the percentage of speaking is just 25-30%, reading is 11-16% and writing is 9% (Mendelsohn, 1994). Important as it is, during this time of pandemic, student’s competence and outcome of this skill depend largely on how they react to the online class instead of offline class and the way lectures conduct the class. For many years now, as the rapid growth of technology industry, “offline class is not the only method to study, there is also online learning method” (Singh *et al.*, 2021). For this reason, when unexpected situations happen, many institutions, also universities must take advantage of online learning to keep the education process continuity going (Ali, 2020; Teoh & Kee, 2020). Even though online learning is a must during the pandemic, it is more vital to take student’ perceptions of the online lesson as compared with offline lessons into account to clearly identify the effectiveness between online and offline class. From that, not only lectures but also students will have better consideration when choosing the type of class to learn this particular skill in the future.



2 Literature Review

2.1 Listening Skill

For many years, listening has been less important than others, especially speaking or writing skills. However, Ahmad *et al.* (2020) stated in their study that: "there has been an increased focus on L2 listening ability because of its perceived importance in language learning and teaching" (p.978). This is proved by the fact that during the conversation, the percentage of time spent on listening takes up most of the time compared to other skills (Mendelsohn, 1994). Listening sometimes is misunderstood to be a passive skill. This may stem from the fact that when students are taught this skill in school, they mostly learn in a passive way which is sitting quietly in the lab, listening to pre-recorded dialogues, and writing down answers to some questions in the listening comprehension exercises. However, this misunderstanding needs to be fixed promptly and it is essential for both lecturers and students to understand the true nature of this skill to have appropriate teaching and learning methods. Listening is obviously an active process because Underwood (1989) defined listening as "the activity of paying attention to and trying to get meaning from something we hear" (p. 1), also O'Malley, Chamot, and Kupper (1989) extended the definition for deeper understanding "listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement."(p.19). For a person to be able to listen well, he or she has to be actively involved in the process, he or she not only receive information but he or she has to decode the message, choose the suitable strategies to respond appropriately to what is said, depending on the communication's purpose (Ahmad *et al.*, 2020).

And because recently there is an increasing need to improve student's communicative competence, we, as teachers or lecturers, therefore stress the importance of developing student's listening skill because Hadijah and Shalawatı (2016) asserted that "The students' communicative competence successfully runs together with good listening skill of students." (p.71). It is explained by the fact that if students have a good ability to understand what they are being told in the conversation, they can respond back and maintain the conversation well.

The situation of students in Hufi is that they can't catch up with the conversation well and get lost very easily. Only major-English students must learn listening as a separate and compulsory subject. As a major one, they have quite good vocabulary, grammar, basic language knowledge which are quite enough to be able to learn listening skill. However, when it comes to teaching, lectures have to use variety and different listening teaching methods to meet the needs of students, to equip them with sufficient skills, strategies, knowledge to enhance their listening skill. Despite of approaching to different teaching ways, sometimes students still find it hard to really master the skill. Now, due to the Covid-19 pandemic, they have to shift their learning to E-learning which is a new and challenging experience for them. When they learn listening skill face-to-face, they already have their own difficulties. So, when they switch to online, with everything is so sudden and strange, they will surely go through mixed and complexed feelings and also learning experiences about this skill.

2.2 Offline Learning and Online Learning

Setyawan (2019) showed the effectiveness of combining two learning and teaching methods which are offline and online teaching in Reading class. His study answered the fact that utilizing the new method of teaching without eliminating the good aspects of pre-existing method would benefit student's learning outcome which is proved by the higher number of students got score A in blended classroom compared to those in traditional class. It is clear that application of online teaching in learning and teaching has obviously increase

students's learning effectiveness. It is undeniable that this modern has its promising contribution to the quality of education. In his study, the difference of students in blended class and those in traditional class is their access to Critical Reading online where they have Forum, Quiz, and Assignment to do and also they can discuss with other students about the coming topic. They also have quiz to do and without finishing the assigned quizz, they can't move on to the next one. In traditional class, they just learn face-to-face without doing any above activities. Through his study, we can see that online teaching with new updated technologies and apps increase student's interaction with each other. Teachers can still give assignments to students and be able to control thier work and give feedbacks without having to directly observe them in real time. This may save time for both teachers and students when they do not have to present in class to actually do excercise. Through his study, he claimed that offline and online teaching has their own advantages and disadvantages and together they can compensate each other and can help students develop their best outcome. For example, if students do an online test, : "the teacher cannot fully sure if the students themselves do the test, not someone else" while : "offline or traditional methods had their own strengths, such as the stability, the security..".

However, (RACHMAH, 2020) seems to support the idea of conducting class offline. He stated that the students prefer offline learning to E-learning since they comprehend the learning materials more, they can easily interact with each other and they can concentrate and participate better during the lesson. Through the study he gave the conclusion that offline class is more effective than online class. While students do have some reasons to enjoy online class because "they are connected with comfort and convenience (of time and location)", they find it hard to enjoy it fully as offline class because there is difficulty in communicating between lectures and students about the difficulties in the lesson and there is no direct interaction for students to be able to grasp the content of the lesson well.

Singh *et al.* (2021) through his study found out that online learning is a better option for both lecturers and students during the pandemic Covid-19 situation. He asserted that for higher students, E-learning helps them "do the task more efficiently and can always playback the video of the online learning toolsat have been recorded to help to improve the academic performance". Even though he still supports the idea that offline learning is still effective when it comes to direct interaction, better learning materials understanding, better student's focus since less of distracting external things, there are multiple advantages of online learning such as making the target object of the course be more suitable and adaptable with student's ability and objectives (Babu & Sridevi, 2018), flexibility and centring (Al-Dosari, 2011), reducing inequality to space and time (Arkorful & Abaidoo, 2014).

All the studies above, however, do not focus on any skill. Furthermore, online learning still has its benefits which are not yet explored in its every nook and cranny beside its convenience and flexibility in time and place. It is generally concluded that both online and offline learning has their own benefits and disadvantages for students. However, no studies ever confirm or prove that which type of learning is less successful than other. This research, however, hopefully point out more clearly which type of learning is more suitable for students in higher education, especially English Major Students when learning a particular skill which is Listening. And based on this, more universities and educational constitutions will be more confident to deploy online learning platform for students in the future.

3 Research Method

3.1 Participants

This study employed both qualitative and quantitative approach which are centered on 30 major English students in 2 classes. Each class consists of total 45 students. All the participants are voluntary and willing to participate honestly and faithfully in the study to find out their perceptions about the good side and

shortcomings of both learning types during the 19 Covid Pandemic. At the time gathering data for this study, they were about to attend the 1st semester of their new school year. They all learnt Listening class via internet and passed the Final Listening Test which was conducted online previously due to the worldwide disease.

3.2 Instrument

The instrument of this survey is a questionnaire which is designed under Google Form consisting of several questions in form of Multiple choice to collect information from participants. At the end of the question list, there will be some more open-ended questions. At first, the author wanted to interview students by using apps like Skype or Google Meet, yet to avoid Internet break down and bad connection since some students they are still in their hometown, the author adds interview questions at the end of the Google Form. Questionnaires can be counted as interview but in writing because (McLeod, 2018) once affirmed that there is possible for questionnaires to be done by phone, by post, by computer or by face to face.

There are two sections for students, first is their opinion about the Effectiveness of Online Classroom, second is about the Effectiveness of Offline Classroom. In each section, like mentioned above, there are open-ended questions at the end to figure out student’s opinions and preferences about each type of learning.

3.3 Data Collection Procedures

The author created a group chat on Zalo app and added all the voluntary participants. All the participants were informed 1 week prior to the survey, they were asked to give the time that they felt most comfortable to do the survey and then the author together with the students came to an agreement about the date and time to do the questionnaire on Google Form. The questionnaires were administered to the students on 10/03/2022 and they were collected back after 15 minutes.

4 Results and Discussion:

4.1 Effectiveness of Offline Listening Classroom

Table 1: Summary of respondents’ Effectiveness of Offline Listening Classroom

Response	Percentage
Students focus more during offline class compared to online class.	
Strongly Disagree	5,9%
Disagree	8,8%
Neutral	5,9%
Agree	64,7%
Strongly Agree	14,7%
Students interact more directly with my lecturers and my friends.	
Strongly Disagree	2,9%
Disagree	2,9%
Neutral	17,6%
Agree	55,9%
Strongly Agree	20,6%
Students feel more active to participate in offline class than online class.	
Strongly Disagree	5,9%
Disagree	11,8%
Neutral	26,5%
Agree	41,2%
Strongly Agree	14,7%

Students receive more direct instruction and explanation from lecturers when facing ambiguity in offline class than online class.	
Strongly Disagree	2,9%
Disagree	8,8%
Neutral	20,6%
Agree	44,1%
Strongly Agree	23,5%
Students feel exciting and more engaged in offline class than online class.	
Strongly Disagree	0%
Disagree	5,9%
Neutral	26,5%
Agree	55,9%
Strongly Agree	11,8%
Students feel more confident to ask about the learning materials and knowledge in offline class than online class.	
Strongly Disagree	2,9%
Disagree	14,7%
Neutral	41,2%
Agree	29,4%
Strongly Agree	11,8%
Students listen to the recording audio more clearly in offline class than online class.	
Strongly Disagree	0%
Disagree	17,6%
Neutral	35,3%
Agree	32,4%
Strongly Agree	14,7%
Students take the listening tests more easily in offline class than online class.	
Strongly Disagree	0%
Disagree	20,6%
Neutral	32,4%
Agree	32,4%
Strongly Agree	14,7%
Offline class has more benefits compared to online class.	
Strongly Disagree	0%
Disagree	8,8%
Neutral	26,5%
Agree	52,9%
Strongly Agree	8,8%
Students prefer offline class than online class.	
Strongly Disagree	0%
Disagree	23,5%
Neutral	35,3%
Agree	32,4%
Strongly Agree	8,8%

According to Table 1, most of the respondents agree that they have better concentration when they attend Offline class than Online class when there are up to 64,7% students agree compared to only 8,8 those who

disagree. For the second question, as much as 55,9% respondents agree that in Offline class, they can interact more directly with their lectures and their friends compared to only 2,9 students who disagree on the same idea. The percentage of students who agree continues to be higher than the number of people who disagree in questions three, four and five. For question number three, 41,2% respondents agree that they feel more active to join in Offline class than Online class compared to just 11,8% those disagree. And for question four, only 8,8% students don't support the idea that students received more direct instruction and explanation from lecturers when facing ambiguity in offline class than online class compared to 44,1% those agree that they received more direct instruction and explanation from lecturers when facing ambiguity in offline class than online class. Question five gives the answers that as much as 55,9% respondents prefer Offline class than Online one because they feel more exciting and more engaged when they learn face to face, there is just a very small percentage which are only 5,9% who disagree that they feel the same way. For question six and seven, we have neutral responds which are 41,2% and 35,3% respectively. Next, in question eight which regarding to:” Students take the listening tests more easily in offline class than online class”, there is a tie between the proportion of respondents choose to agree and the proportion of respondents choose neutral which are 32,4%. For question nine, the result shows that there are 52,9% of students agree that Offline class has more benefits compared to Online class. Then, as much as 35,3% of students choose neutral for the idea that they prefer Offline class than Online class.

4.2 Effectiveness of Online Listening Classroom

Table 2: Summary of respondents' Effectiveness of Online Listening Classroom

Response	Percentage
Technical problems hinder students from learning online learning effectively.	
Strongly Disagree	0,0%
Disagree	2,9%
Neutral	26,5%
Agree	61,8%
Strongly Agree	8,8%
Online learning gives students chances to access to new Online Learning Tools.	
Strongly Disagree	0,0%
Disagree	0,0%
Neutral	26,5%
Agree	55,9%
Strongly Agree	17,6%
Students still have learning activities like games, group workings... in Online class.	
Strongly Disagree	2,9%
Disagree	0,0%
Neutral	8,8%
Agree	61,8%
Strongly Agree	26,5%

The quality of audio recordings when listening online is acceptable in Online class.	
Strongly Disagree	0,0%
Disagree	11,8%
Neutral	32,4%
Agree	52,9%
Strongly Agree	2,9%
Students still have all the necessary learning materials in Online class.	
Strongly Disagree	0,0%
Disagree	2,9%
Neutral	20,6%
Agree	73,5%
Strongly Agree	2,9%
Students prefer online learning during the COVID-19 pandemic.	
Strongly Disagree	0,0%
Disagree	2,9%
Neutral	14,7%
Agree	58,8%
Strongly Agree	23,5%
Online Class helps in saving time while studying.	
Strongly Disagree	0,0%
Disagree	8,8%
Neutral	14,7%
Agree	64,7%
Strongly Agree	11,8%
Students prefer online lectures over physical lectures in the future.	
Strongly Disagree	2,9%
Disagree	2,9%
Neutral	52,9%
Agree	35,3%
Strongly Agree	5,9%
Students are not annoyed when they have to change to Online class if needed in the future.	
Strongly Disagree	0,0%
Disagree	5,9%
Neutral	29,4%
Agree	47,1%
Strongly Agree	17,6%
Students are willing to learn Online class if students can choose between Online class and Offline class in the future.	
Strongly Disagree	
Disagree	2,9%
Neutral	11,8%
Agree	29,4%
Strongly Agree	41,2%
	14,7%

According to Table 2, up to 61,8% of respondents agree that when they learn online, technical problems are the ones that interrupt their studying flow. For question 2, 56,8% of students do agree that thanks to Online learning, they have more chances to access to many newer helpful learning online tools which can benefit their learning later in a long way. Next, there is high number of respondents who agree (64,9%) that in Online class, they still experience the same activities like in Offline class when they also have games, group workings....and surprisingly, for this question, there are no students who have opposite respond. During Online class, as much as 56,8% respondents agree that the quality of audio recordings when listening online is still acceptable and only 10,8% respondents who disagree on the same idea. During the time students learn via Internet, most of the students do receive essential learning materials when up to 70,3% of respondents agree that they still have enough all the necessary learning materials in Online class compared to only 2,7% of respondents when disagree. Other than that, for question: “Students prefer online learning during the COVID-19 pandemic.”, there are 54,1% of respondents agree that they prefer learning online when facing the worldwide disease and only 5,4% respondents disagree. Moreover, 62,2% of students find that they save more time when learning online and just 10,8% of them disagree that Online Class helps in saving time while studying. For question 7, as much as 51,4% of students choose neutral for the idea that they prefer online lectures over physical lectures in the future. For the last two questions which are 8 and 9, the result have shown that in the future, most of the students are willing to learn Online when 45,9% of students agree that they are not annoyed when they have to change to Online class if needed in the future and 43,2% of students are willing to learn Online class if students can choose between Online class and Offline class in the future.

4.3 Student’s Preferences

Teachers also gave students open – ended questions in the Google Form for their responses about their preferences for each kind of class. For the Offline class, students gave reasons for their liking to face-to-face learning and teaching method as following reasons:

1. Easier to make friends and interact with teachers
2. More active to participate in class
3. Easier to discuss problems with friends and teachers
4. Concentrate better in offline class
5. Easy to understand the lesson
6. Interact more easily with friends and teachers

Preferences for online class, the reasons for interesting in this type of class as listed below:

1. Saving time and money.
2. Feel more comfortable when learning at home.
3. More flexible location.
4. Suitable way of learning during the pandemic.

5 Discussion

Learning online is not a strange teaching and learning style in the developing process of our education. This form of teaching has been used for such a long time, especially in many private English centers. However, the outbreak of the Covid-19 pandemic in the early of 2020 seriously affected the process of learning and teaching, which consequently led to the boost in the widespread use of online learning. For university students, especially in Hufi, this change in education required them a lot of efforts as well as adaptations to be able to fit the situation. The study aims to find out about student’s preferences for each kind of class

and whether in the future they will be willing to accept online class as an optional form of learning in each semester.

The findings in table 1 show that students prefer learning face to face mostly due to direct interaction with teachers and their friends. Face-to-face interaction helps students feel more confident and comfortable to ask when they face ambiguity in their lessons or learning materials. This can be seen as a value of traditional class learning which is the F2F interaction, the exchange of the class before and after, organic teacher-student relationships and communal learning (Rovai & Jordan, 2004). The immediate conversation in class helps students to receive answers faster which helps them handle their problems without waiting like communicating through online tools or online apps. This can be explained that students say if they cannot receive response from their teachers, they can also ask their friends when they are in class, but if they learn online, they have to wait for their answers up to 2 days since teachers always have a long-list questions from many students in their social media apps, they have to answer each one by one, which eventually leads to the waiting of their students. According to the findings, one more thing make students more into the tradition class is that they would be focus on the class due to the lack of external factors and the disciplines in face-to-face class, moreover, the power of teacher's present somehow make students concentrate more since they know in the tradition class every movements of them can be easily spotted and they do not want to be reminded and be noticed by their teachers.

The findings in table 2 shows that during the time of Covid 19 pandemic, online learning is an effective alternative. Most of the students feel that they experience the same thing in Online and Offline class, which means the experience in both class is the same. For example, there are still learning activities on Online class such as games, group discussions... students also have all the needed learning materials for their semester, and through learning via Internet, the quality of the listening audio is not something that hinder students from learning because students accept that they can still listen to all the files well. However, from the table, there is only one thing that make students' learning become difficult which is the technical problem, especially internet connection. For those students who are in the city, they have better connection, they maintain the present in class consistently not without being logged in and out suddenly like those who are in rural areas. One of the good things about learning online is that this type of learning provides students a chance to improve their ability to use technologies and many more useful online learning tools like Kahoot, Google Form, Canvas.... which can facilitate their work or study in the future. Most students from Listening class agree that they do not have any problems if they must learn listening skill through Internet in the future and if online class become a part in school system, students are willing to choose it over Offline class if it fits to their learning schedule and supports their personal matters like traveling distance from home to school, their part-time jobs.

6 Conclusion

The Covid-19 pandemic has affected greatly on students' learning process, especially for students in Hufi. Normally, for majoring class like Reading, Listening, Speaking and Writing, students have tendency to choose face-to-dace learning method over online learning since they think the prior one would be more effective. However, during the Pandemic Covid-19 situation, the fact that Online class was the only choice for students and teachers to maintain teaching and learning process makes both teachers and students realized that online learning is still enormously beneficial and can be just affective as offline learning. When learning via Internet, students still experience satisfactorily the same teaching-learning activities as they have and do in face-to-face learning class. Moreover, students also can access to many more modern online learning tools which helps not only students to control their homework or assignments better but also teachers to conduct any progress tests during the semester more easily. The biggest concern for online class,

especially Listening class is the quality of the listening files which fortunately is not a problem, which makes the idea of studying listening skill over Internet becomes more reasonable and welcome to all the students who at first still hesitate to do it because the fear of ineffective learning outcome. The only problem that Hufi students think will be influential on the listening learning process is the quality of the internet networking. During the time in class, sometimes weak connection hinders students from participating in class, joining group discussions and more important is listening to the file audio when they do exercises. However, this is not very hard to help students with poor connection, it is because there will always be the video recording after every class. This can help students improve their academic performance since students can always play back the lesson to where they miss before and somehow listening over again a lesson may help them understand the lesson better.

The statistics from the above report even though revealed quite clear both advantages and disadvantages of both online and offline learning, they not yet confirmed that offline learning is less successful than online learning or vice versa. Through the research, we can see that despite offline learning has earned students' preferences slightly more than online one for some reasons, there was no confirmation that offline learning gives students better academic performance outcome than online learning. From this research, hopefully not only teachers but also students will have a different perspective on applying more online learning methods in education. Online learning should be seen as a valid strategy like face-to-face learning for higher education instruction, we should put this learning method as a choice for students when choosing class in each semester and encourage them to confidently choose it over offline learning if it suits their personal schedule and work.

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