

## IMPACT OF OFFLINE CLASSES IN IMPROVEMENT OF ENGLISH SKILLS AMONG COLLEGE STUDENTS

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### ABSTRACT

*There has been a dramatic shift from traditional learning to online mediums over the past decade. eLearning has become an essential part of instruction and course delivery and will reshape traditional learning worldwide. This paper focuses on the benefits of offline versus online classroom learning. To really check the scenario and suitability of online and offline the paper took the questionnaire methodology and embraced 12 questions from the college students. It discusses the impact of technology and its role on practical learning. It studies the context of offline and online learning and the use of technology. Moreover, keenly observe the factors which are inevitable for improving English skills.*

**Keywords:** eLearning, offline learning, online learning, offline classes

### 1. Introduction

English is a universal language and is widely used in science, business, education, information technology, and other fields. A sound knowledge of vocabulary, grammar, and punctuation is a must to communicate in English with confidence. Learning any language, whether English or others, needs more than a classroom environment where one has to absorb all the theoretical information from the instructor. The way a person learns is different because no two individuals can be the same. For example, some people write a personal journal in English. They note down their daily ideas, thoughts, and events to test their fluency. Writing tells how one can express themselves and the extent of their knowledge and vocabulary. Some people use online resources and dictionaries to learn new words and expressions to expand their knowledge.

When it comes to learning the English language, there are four skills that need to be addressed – 1. Reading focuses on grammar, vocabulary, and expansion of knowledge base, 2. Writing includes writing or texting someone in English, such as preparing reports and sending emails, which are common in any work space, 3. Listening is a very important skill to understand what someone is saying to respond accordingly, 4. Speaking helps the individual to express their thoughts in presentations and conversations. When it comes to learning English or any other language, it is very important to address all of these skills. Because if an individual can speak

well but their listening skills are weak, they may not be able to communicate properly. Similarly, a terrible reader or writer may have problems in online communications.

There are different factors responsible for improving English skills among college students. First of all, creating an environment dedicated to improving English skills can be very

helpful. Teachers can motivate students to interact in English everyday to boost their communication skills and gain the perfection and confidence they have in their mother tongue. Creating an English-speaking environment can also help in dealing with the hesitation and avoiding basic pronunciation and grammar errors. Along with academic performance, this environment also helps the learners with communication skills. They can deliver their ideas with authority in speech, vocabulary, and confidence. Living in this particular environment can help develop a better accent, improve vocabulary and achieve authority and expertise over the language.

Secondly, Small Group Discussions (SGD) has been found to be one of the best techniques to improve English speaking skills and other language skills. The students can practice their speaking skills with other friends in their groups in group discussions. When they practice speaking in a group or with their classmates, they can improve their excellence, fluency, vocabulary, comprehension, and grammar skills. In addition, group discussions can also build confidence and leadership in students. Group discussions can be held in the form of student-to-student or teacher-to-

student verbal interaction. (1)  
 Project-based learning (PBL) is the third most important factor to improve language skills. Project Based Learning is an educational medium to present problems to solve for the learners. It focuses learning with interdisciplinary, student-centric, and integrated activities applicable in the real world. Project-based learning focuses on learning content instead of specific patterns. The teacher plays as a coach or facilitator for the students. It enables learners to showcase what they have learned through an oral session, presentation, or other activities. It bridges the gap between classroom learning and learning from real-life situations. (2)

To improve debating skills, watching movies or series in English can be helpful to get a better understanding. Learners can get used to the conversational form of language and, ultimately, get the feel for it. Some words might be very casual but an individual can easily replace them with more formal ones. There are also plenty of documentaries available online. Getting exposed to a full-length movie can help students think in English. They may also try a different range of magazines and newspapers in the English language. Along with staying in the know of recent events, students can also improve their vocabulary. In addition, they can also be more comfortable with pronunciation of words and learn where these words can be used.

## 2. Literature Review

**Mehrak Rahimi et. al (2017)** has investigated the effects of offline versus digital storytelling on the reading and writing skills' development of EFL learners. They took 42 lower intermediate students, i.e. 21 learners in experimental study and 21 in control groups. Both groups took the Reading/Writing section of the test to determine their writing and reading skills in various languages. They trained experimental groups in how to use online platforms for writing, and other groups to produce programs with offline content. The study found that the group using online platforms has improved their literacy skills drastically as compared to the group using offline content. (3)

**Radha M K Nambiar et. al. (2020)** studied

the effect of longitudinal, culture-based English programs on the confidence and skill development of secondary school students. Culture and language go hand in hand. Speakers express their experiences with their own language. Both culture and language reflect each other. Hence, cultural context is very important for learning any language. In a multilingual and multicultural country like Malaysia, people commonly speak Tamil, Mandarin, and Malay language as they belong to different ethnic groups like Indians, Chinese, and Malays respectively. The author proposes the progression of language skills from local culture to the specified language. (4)

**Ali Derakhshan et. al. (2016) (5)** studied the growth of speaking accuracy, ability, and fluency of EFL learners. There has been a great demand for English speaking skills with the globalization and care of English. Some features are amenable in the foreign or secondary language classroom. There are different approaches to improve the speaking skills of learners who are learning English as a Foreign Language (EFL).

**Sameer O. A Baniyassen (2020) (6)** explores the role of social media in English skills development in his case study. Considering the growing use of social media, students can communicate various issues in English and meet their teachers and classmates online. This study figures out whether social media succeeds in improving language skills. For doing this, several methods have been used, such as qualitative and quantitative approaches, including questionnaires, interviews, and experimental approaches. To determine the performance, pre-test and post-test were applicable to find out the role of social media in the overall development of speaking and writing skills in students.

**Guofang Li (2012) (7)** explains in his article the success of leading writers and readers who learnt secondary languages. This article explains how social networks help in writing and reading development of English language learners. It explains various virtual, peer and family social networks that can be used by English Language Learners (ELLs) to read and write online

and offline (especially including fan fiction or

pop culture) that have no direct relations with school.

**Mei-jung Wang (2010) (8)** explores innovative strategies of blended learning, including online classroom discussions which require total contribution and engagement of learners for determining ACMC (Asynchronous, Computer-Mediated, Communication) for student learning. This study consists of offline interactions and online discussions among students to figure out the benefits of collaborative learning in two colleges. It was found that the proper collaborative learning can be made possible with the behaviors of students but their patterns were different.

**Rosa Siregar, AdesTino (2018) (9)** explained the effects of offline videos on Eleventh graders and their speaking skills. This research is aimed to figure out the effect of offline videos on speaking skills in students. The researchers used a Quasi-Experimental design method which included two classes. The homogeneous sample was used for cluster sampling. The data was collected in three steps – pre-test, treatment, and post-test. One class in SMA Al-Falah Jambi City was introduced to offline videos and another without using any media at all.

**Julie Coiro (2011) (10)** conducted a study which tested the limit until students need to learn new reading comprehension when they need any information from the web. They selected seventh graders from different middle schools for the survey of scenario-based measures and topic-specific knowledge for comprehension. An interaction between online reading and prior knowledge was found.

### 3. Objective

The aim of this study is to help students choose the right medium for improving all the four English skills – speaking, reading, writing, and listening. Considering the present scenario, online classes can be more interactive and engaging for the students. But offline classes and one-on-one interaction have their advantages. This study is aimed to cover both aspects.

### 4. Research Questions

1) Determining which is more effective for

English skills on College Students – online or offline classes

2) Factors help in improving English skills

### 5. Hypothesis

H0 – Offline medium is better for Speaking, Reading, Writing & Listening. H1 – Online medium is better for Reading, & Writing development.

### 6. Research Methodology

To determine the impact and effectiveness of online versus offline classes for improving English skills among college students, both quantitative and qualitative methods will be used for analysis and data collection. The qualitative method is selected to analyze the relevant information based on an empirical finding by conducting a survey method. For a survey, the paper randomly selected 300 responders; however, four did not feel comfortable to answer; thus, the survey is based on 296 responders from distinct students belonging to various colleges and universities. The research will collect qualitative and primary data from surveys where learners can rate their experience and interaction based on 13 questionnaires. Pre-test and post-test results will also be used to determine the effects of interaction. This study will also use secondary data from other literature for research purposes. In quantitative methods, the researcher focuses on enhancing the understanding mainly oriented and revolving around secondary sources like literature articles, journals, the internet, and another open-source.

### 7. Data Collection

For gathering data, two approaches can be done, which is the primary and secondary method. A primary methodology is a qualitative approach, which is based on the survey method to collect data from several questionnaires which ask the college or universities respective with the topic to analyze their response keenly. The data collected will be defined in detail in survey results, tables, and graphs for easy understanding. Another method is to analyze data relevance as a secondary method, which is based on open-source data embarrassed with literature articles, the internet, governmental

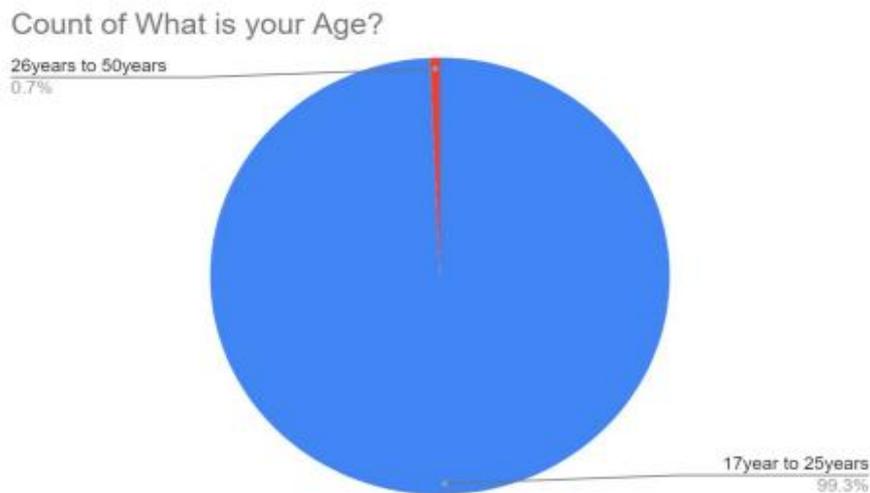
statics, and relevant data. In this research seeking to analyze the practical ground, the paper chose a primary survey method. For a comprehensive study, the topic compressing all the minor secondary resources is selected.

**8. Findings**

Merely comparing groups on the basis of grade levels is not enough for evaluations. The primary data can be collected in two sets – responses from student surveys to determine

their perceptions of the specified curriculum, and pre-test and post-test results. As the name suggests, the pre-test can be done before conducting the study to determine the proficiency level of students in the English language as well as the similarity of groups in study. On the other hand, post-tests can be done after implementing the curriculum.

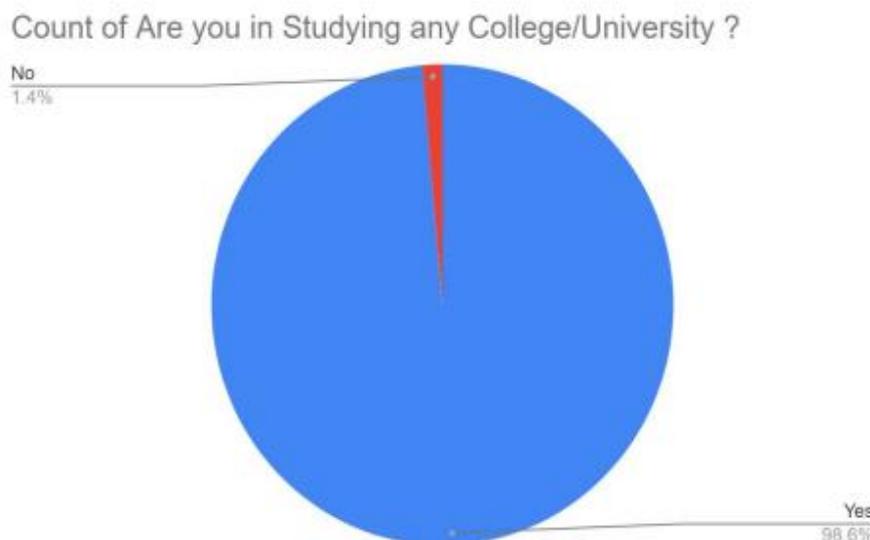
Q.1. What is your age?



The graph demonstrates that the responder is from different age groups; however, most of the students who pursue the college are above 17 and below 25 age, which holds 99.3% in

296 responders and about 0.7% belongs from above 26 and below 50 age group.

Q.2. Are you in Studying any College/University ?

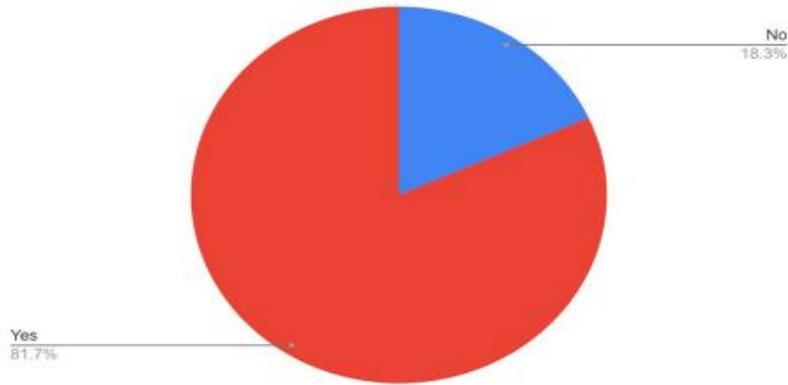


The data reveals that the respondents are either students of a university or college or not in the student category. The graph demonstrates that 98.6% are students who are either from college or universities. However,

1.4% of respondents do not come under the student category as they do not study in college or university.

Q.3. Did you learn English Skills from English Classes?

Count of Q. Did you learn English Skills from English Classes?

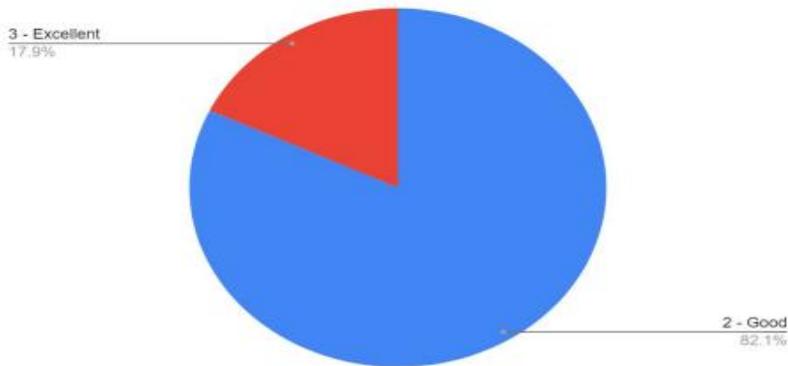


The analysis reveals that about 81.7% of students learn English skills from the English classes either online or offline as the question is focused on English classes and did not indicate which kind of English class.

Additionally, the sample who have good English skills but did not attain it from English classes is 18.3%.

Q.4. Mark yourself for your English Reading Skills?

Count of Q. Mark yourself for your English Reading Skills?

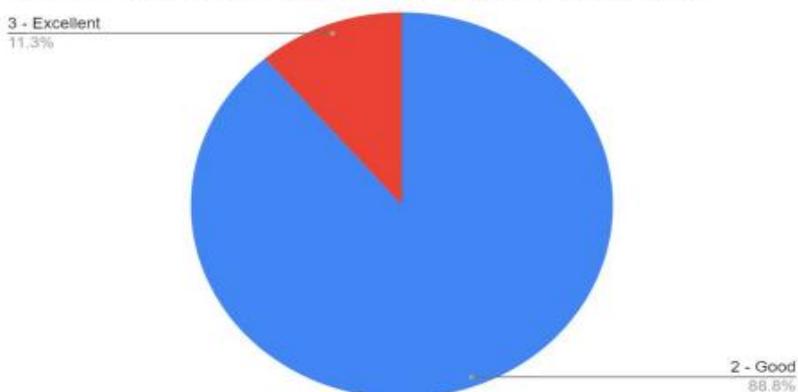


After analyzing the data, the research found that around 82% of responders are good in English Reading Skills while 17.9% find themselves in excellence marking criteria in reading skills. This evinces that offline or

classes effectively work in enhancing the English reading skill of the respondents.

Q. 5 Mark yourself for your English Writing Skills?

Count of Q. Mark yourself for your English Writing Skills?

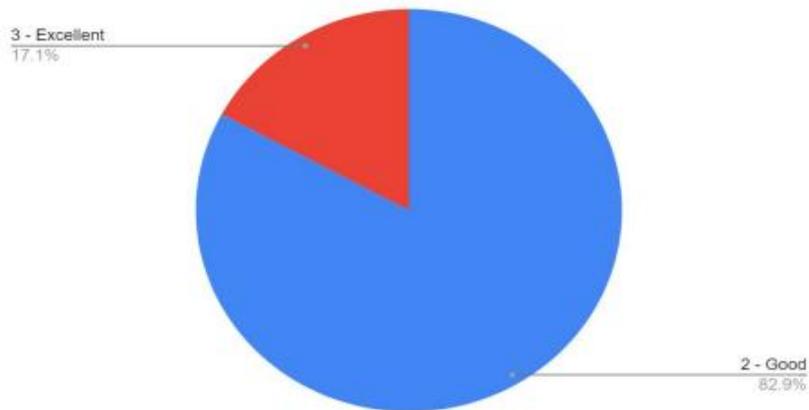


The English Writing Skill is one of the crucial variables of English skills; the student response to the question reveals that about 88.8% of the students are good in English writing skills while 11.3% are excellent in this

skill. The writing skill is a useful tool that can be enhanced through offline classes compared to virtual or online classes.

Q.6 Mark yourself for your English Listening Skills?

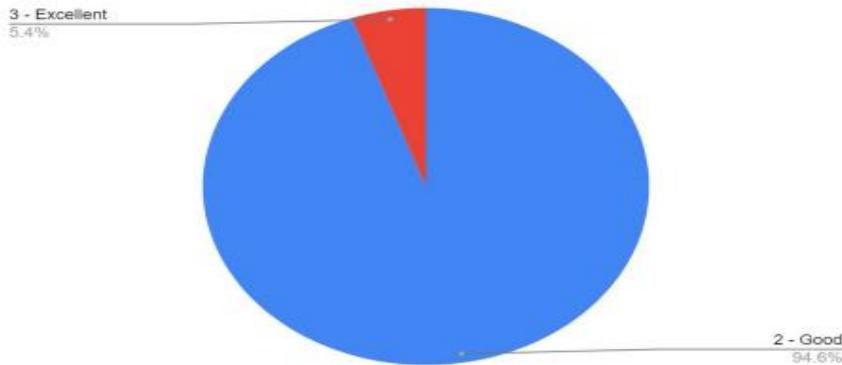
Count of Q. Mark yourself for your English Listening Skills?



Another prominent variable in English Skills is English listening, which plays an inevitable role in enhancing or improving English skills. The data retrieved after the survey illustrate that around 82.9% of respondents are good in

their English listening skills, while 17.1% of samples are excellent in listening skills.  
Q.7 Mark yourself for your English Speaking Skills?

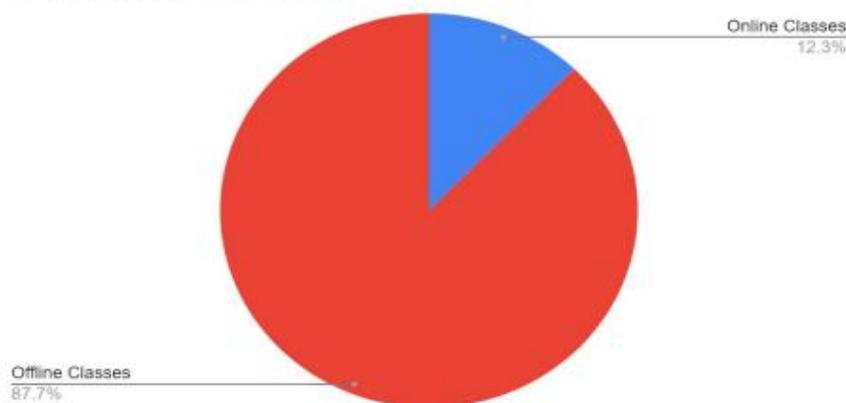
Count of Q. Mark yourself for your English Speaking Skills?



The sample obtained after the survey proves that English Speaking Skills, which is the most critical skill compared with all other skill variables. Out of 296 respondents, 94.6% are

good in English speaking skills, and about 5.4% are excellent in speaking capability.  
Q.8 According to you, which is the best suitable method to improve English Skills?

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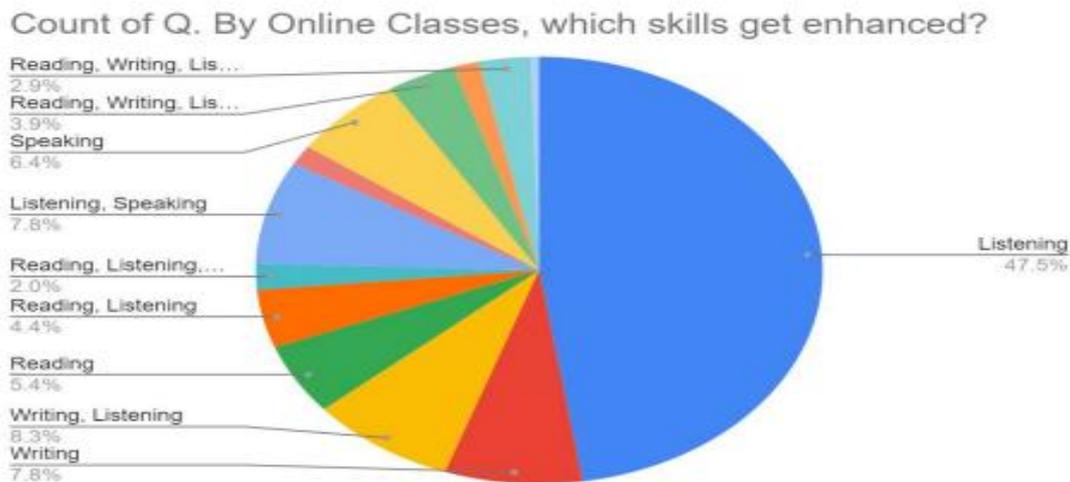


The research's primary or vital question is to examine the online and offline English skill classes and find out which one is more prominent and more effective for enhancing

the English skill among college students. The research shows straight out for the offline class as about 87.7% sample feel the medium is best for enhancing English skill compared with

online classes as 12.3% of respondents find it a suitable method.

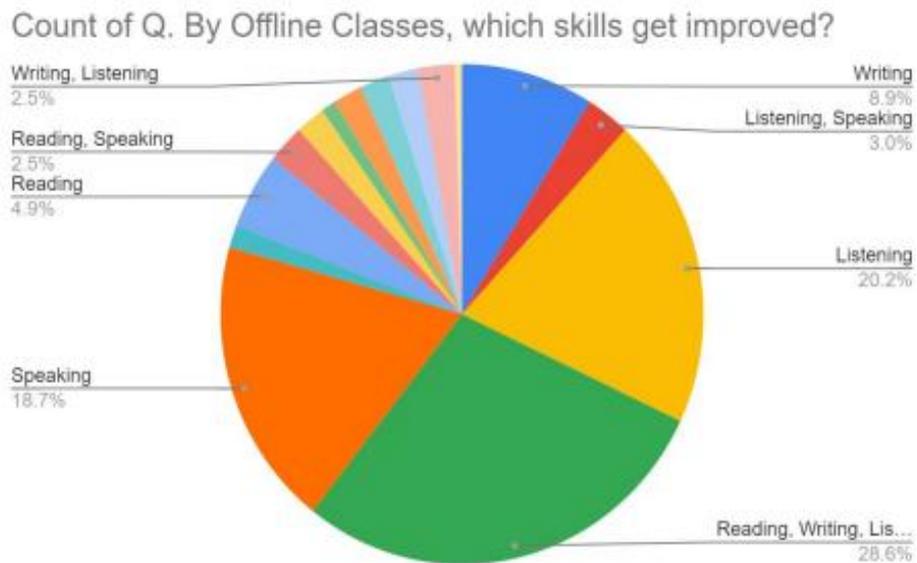
Q.9 By Online Classes, which skills get enhanced?



The online classes demonstrate that they only have the capability to enhance the listening skill utmost as it holds 47.5% of the respondent's favor. However, the data retrieved after the survey also illustrates that online is not that much dynamic as they do not hold any other critical elements because all

other English skill variants are under 10%. Thus, this question's critical question is proved by this question, which raises the comparison scenario regarding online and offline English skilling classes.

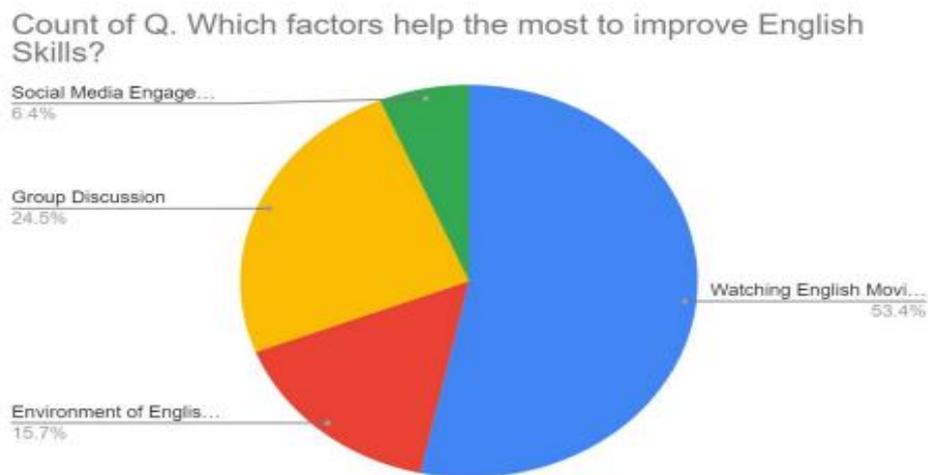
Q.10 By Offline Classes, which skills get improved?



The offline classes demonstrate the immense potential to enhance and play a critical role in strengthening English skills like listening, reading, writing and speaking. The finding suggested that about 28.6% of the students illustrate that offline classes improve all the four variants of the English skill, followed by

listening, which occupy 20.2%. Another is speaking as it attains 18.7% of the student support and reveals that students find offline class help enhance speaking skills.

Q.11 Which factors help the most to improve English Skills?



The result is exciting, which shows that the most influencing factor for improving or enhancing English is watching English movies. It holds the largest percentage, 53.4% of the respondents, followed by the Group discussion, which contributed about 24.5%. The result also reveals that social media engagement has the least potential for influencing the English skill.

### 9. Discussions & Future Scope

Whether online education will grow at such a rapid pace is still a matter of debate. It requires more research to find out the efficacy, effectiveness, and overall improvement in online learning. There is a huge gap by now. Future research must be based on step-by-step implementation, online instruction practices, and detailed analysis of online course design. This article reviews several aspects of teaching properly and effectively in online learning. But there is still a lack of solid evidence to claim that online education has definitely improved the academic results of students.

Online education is trending and a lot of institutions are providing online courses to students. Further studies are needed to know what students think of online education, especially the ones who are just entering this new domain. Online education has come as an alternative to traditional classroom learning to improve creativity and critical thinking. On the contrary, online courses are merely focused on convenience rather than promoting intellectual growth of students.

The offline classes demonstrate the immense potential to enhance and play a critical role in strengthening English skills like listening,

reading, writing and speaking. The research's primary or vital question is to examine the online and offline English skill classes and find out which one is more prominent and more effective for enhancing the English skill among college students. The research shows straight out for the offline class as about 87.7% sample feel the medium is best for enhancing English skill compared with online classes as 12.3% of respondents find it a suitable method. The finding suggested that about 28.6% of the students illustrate that offline classes improve all the four variants of the English skill, followed by listening, which occupy 20.2%. Another is speaking as it attains 18.7% of the student support and reveals that students find offline class help enhance speaking skills. Thus the findings illustrate that offline is more effective for English skills in College Students.

The other key finding is to retrieve the prominent factors that assist in improving English skills. The result is fascinating, which shows that the most influencing factor for improving or enhancing English is watching English movies. It holds the largest percentage, 53.4% of the respondents, followed by the Group discussion, which contributed about 24.5%. The result also reveals that social media engagement has the least potential for influencing the English skill. As the movies assist in enhancing the listening and speaking skills by repeatedly watching, one can enhance the two foremost English skills elements. Hence a large number of respondents find it a comfortable medium for improving or endeavoring tools for strengthening English skills.

The requisite focus on offline classes significantly and strategically to sustain effectively while living in the growing virtual world. Additionally, further research is required to know the impact of group designs on social interaction and students' perception towards different personalities, skill sets, and learning styles of group members. Considering the technological advances, researchers should study several technological tools for the overall development of students and proper social interaction, such as Skype and Google Hangout, VR, and social media (Anna & Chen, 2016).

### 10. Conclusion

Driving engagement is the best way to ensure success in online learning. With the growing quality, speed of access to online resources, and complexity, there are different benefits of using the internet as a tool of learning in the near future. With face-to-face interaction, using the internet for learning might bring great outcomes. Whether designing a new curriculum or adapting a current one, adding the internet might have a positive and great effect on students' academic performance.

The offline classes demonstrate the immense potential to enhance and play a critical role in strengthening English skills like listening, reading, writing and speaking. The research's primary or vital question is to examine the online and offline English skill classes and find out which one is more prominent and more effective for enhancing the English skill among college students. The research shows straight out for the offline class as about 87.7% sample feel the medium is best for enhancing English skill compared with online classes as 12.3% of respondents find it a suitable method.

The English skills mainly embrace four key

elements: the vital variable for conducting the research and comprehensively analyzing the consequences retrieved for the survey. The elements are: Reading focuses on grammar, vocabulary, and expansion of the knowledge base. Writing includes writing or texting someone in English, such as preparing reports and sending emails, which are common in any workspace. Listening is an essential skill to understand what someone is saying to respond accordingly. Speaking helps the individual to express their thoughts in presentations and conversations. When it comes to learning English or any other language, it is essential to address all of these skills.

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Conclusively, the analysis and findings demonstrate the massive suitability and comfortability amongst the college students. The finding demonstrates the dynamic potential that offline classes for English skills are far significant and in choice compared with the online English skilling classes.

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