Online or In-person? Exploring English Students' Classroom Format Preferences and Motivations

Ali Sorayyaei Azar[1*], Maryam Hamzehloo[2], Mahdi Hamzehloo[3]

[1]Faculty of Education, Universiti Malaya, 50603 Kuala Lumpur, Malaysia
azarsorrayaie@um.edu.my
[2]Department of TEFL and English Literature, Tehran Payame Noor University, Tehran, Iran
mh_mm_438@yahoo.com
[3]Department of IT Engineering, Mehralborz University, Tehran, Iran
hamzehloo.mahdi@gmail.com
[*]Corresponding Author

https://doi.org/10.24191/ajue.v21i3.66

Received: 29 May 2025
Accepted: 13 July 2025
Date Published Online: 31 October 2025
Published: 31 October 2025

Abstract: Online learning is an important and expanding part of education in today's world. Learning English online is also highly significant. This study explores why English language learners choose online, in-person, or blended learning methods. A total of 129 language learners from various proficiency levels, selected from private English language institutes in Karaj, Iran, participated in the survey to represent a wide range of English learners. The data were analysed using various statistical methods, such as Chi-square tests in SPSS. This study investigates students' preferences for different classroom formats and how these preferences influence their satisfaction, motivation, and academic success. The results indicate a significant link between preferred learning formats and satisfaction. While many learners favour online classes for their flexibility and accessibility, others prefer traditional classes for more personal interaction. Challenges associated with online learning include technical issues and diminished engagement. Based on these findings, it is recommended that blended learning be adopted to harness the advantages of both formats. This approach can address diverse learner needs and enhance educational outcomes. The research adds to the ongoing dialogue on digital education and provides practical suggestions for improving language instruction in contemporary learning environments.

Keywords: Blended Learning, Higher Education, Motivations, Online Learning, Students' Preferences

1. Introduction

The advancement of digital technology has made many changes in the education sector. These changes include educational management and conduct, which have created opportunities and challenges for teachers and students. English language studies have also shifted from traditional classroom studies to alternative methods such as online, face-to-face learning, or a combination of both.

Educational systems, universities, and schools evaluate teaching techniques and care about the quality of education. Online education has a variety of benefits, such as being flexible and accessible. These features have been a huge advantage, especially during the pandemic. It has made education continuous and not

interrupted, even in social isolation. However, reduced face-to-face interaction, potential technological issues, and difficulties in maintaining student engagement remain significant challenges.

On the other hand, traditional classroom learning is appreciated for its capacity to encourage personal relationships between students and teachers. It also provides instant feedback and establishes a well-organised learning setting that promotes concentration and self-control for many students. Practice and immediate correction are crucial in language learning since they make the traditional classroom ideal with dynamic interactions, spontaneous discussions, and hands-on activities.

Examining the impact of different learning formats is important. It has a direct effect on learners' satisfaction and learning outcomes, especially for language learners, as language learning and language proficiency have a significant impact on academic and professional life. The learning style of students has an important role in their motivations, and when they have a more flexible learning style, they have more motivation (Jamian et al. 2022). Besides, Yousaf and Masood (2024) mentioned that engaging in group projects and virtual activities can also positively impact the learning experience and motivation in online settings. Sociolinguistic competence is a skill that should be enhanced by instructors in both online and in-person classes. Abd Rahman et al. (2022) stated that a positive learning environment and classroom interactions increase learners' motivation. Educational institutions should be encouraged to adopt blended learning, combining online and traditional methods to maximize the benefits of both.

This study explores motivation and the preferences of English language students regarding online and in-person learning environments. It examined how the preferences and motivation of language learners with different levels of proficiency influence their academic performance, satisfaction, and overall learning experience in different instructional formats. Also, learners' engagement was investigated to determine which factors have influenced it. The findings are intended to inform more effective course design, particularly in contexts where language instruction is shifting toward hybrid or technology-integrated models.

Key questions guiding this investigation include:

1. What are English language students' preferences for different classroom formats (online, in-person, blended), and how do these preferences influence their learning outcomes and satisfaction?
2. What are the perceived benefits and drawbacks of online learning compared to in-person learning among English language students?
3. How do individual factors (such as age and prior experience with digital learning) influence English language students' motivation and attitudes toward different learning modalities?

Answering these questions can assist educators, policymakers, and institutions in identifying language learners' needs and in managing and guiding their educational path accordingly. By analysing students' preferences and their experiences with various learning methods, teachers can refine their teaching techniques. They can provide tools to enhance participation, memory, and academic achievement. Moreover, instructors can apply adaptable educational strategies to shape students' attitudes towards online and in-person education. It can help ensure that every learner succeeds in their language learning.

2. Literature Review

2.1 Benefits and Preferences of Different Learning Modalities

Educators should be aware of student preferences and the impact of different learning methods. With the advancement of technology, the debate over online and in-person learning has increased. Understanding the strengths and limitations of each approach is crucial for both teachers and learners.

To provide effective learning, it is important to combine digital and traditional learning methods. Kirovska-Simjanoska (2019) mentioned that students prefer the blend of online and in-person learning as it helps them have a better learning experience. This blending approach enables students to benefit from both

modalities, leading to enhanced educational outcomes. Meanwhile, Romanes (2022) found diverse preferences for learning modalities: modular learning was most favoured at the elementary level, while online learning was increasingly popular at the secondary level.

Interestingly, Riaz et al. (2023) reported strong student preferences for online learning, primarily due to benefits such as flexibility. Their findings suggest that the ability to choose a learning modality can enhance both performance and satisfaction. They emphasised that comfort, alertness, satisfaction, and higher exam scores associated with online learning are due to students' preference for online learning.

Conversely, Tratnik et al. (2019) concluded that learning English in face-to-face classes is more satisfying. This is due to better comprehension and valuable classroom interaction. It means, immediate feedback and the interactive nature of in-person classes are beneficial for language learners. Similarly, Larson et al. (2023) pointed out that students prefer attending mixed modality classes or in-person classes to taking part in live online sessions. These findings imply that by real-time interactions with peers and lecturers, we can improve learners' motivation (Wright, 2017). In other words, social and interactive components of in-person learning are crucial for students' engagement and motivation.

Students' learning styles are usually related to their preferred learning modalities, not their gender or academic field. Educators can tailor their instructional methods to students' needs by Fleming learning styles instrument (Cabual, 2021). In a study by Moreno and Torres (2024), it was reported that personalised instructional strategies can engage learners. These strategies can be gradual technology integration, multimodal content delivery, and flexible study schedules. In the same study, Sankey et al. (2011) emphasised multimodal learning elements. They believe that it has a positive effect on students' comprehension and material retention. Similarly, according to Booth et al. (2013), learning preferences and project modality can shape the performance of students.

On the other hand, the results of some studies are the opposite. For example, one study by Paul (2016) showed that there was no difference between students' performance and their preferred modality**.** To explain more, other factors were influential, not just preferred modality. A diverse learning environment is satisfactory. Learners have more autonomy in higher education in courses like "hybrid-flexible" (Fujii, 2024). Similarly, Wu and You (2022) underscored the value of hybrid approaches. They noted that combining synchronous and asynchronous formats can enhance learning and teaching experiences.

To conclude, according to studies, face-to-face and online learning have benefits, and the choice of modality can affect student satisfaction. We can improve the motivation of students if we adapt the learning environment to their preferences.

There are a variety of studies that highlight the importance of flexibility and interaction. They pointed out that learning styles should be adapted to students' preferences. Although much research supports hybrid models as a promising solution, current findings are at different academic levels, cultural contexts, and demographics. For instance, while some reported a strong preference for online learning, others mentioned traditional instruction as a better method. In short, there were inconsistencies, and thus more research should be done for context-specific situations.

To address this gap, the present study was conducted by studying the preferences and motivational patterns of English language learners. It is within a distinct educational and cultural context. The researchers explore how individual and contextual factors have an effect on learners' perceptions of online versus in-person learning.

2.2 Challenges and Drawbacks of Online Learning

Online learning has many advantages, but it has some drawbacks that can affect students' involvement and achievement. If educators are aware of these disadvantages, they can tackle them to improve online learning.

Nishimwe (2022) pointed out that online learning reduces engagement and socialising in classroom environments. His study emphasised that being motivated is hard when the environment is not well-organised. Furthermore, Zúñiga (2022) reported that anxiety and lack of motivation are problematic in online educational settings. He also mentioned connection problems and, lack of non-verbal cues as

shortcomings of online classes that negatively affect educational achievements. Similarly, Mese and Sevilen (2021) pointed to some factors that prevent students from choosing online learning. These problematic factors are a lack of social interaction, mismatched expectations, organisational problems, and learning environment challenges, which make students feel frustrated.

Jelena et al. (2022) also noted that some aspects of online learning reduce speaking anxiety, while some other forms of anxiety in online classes need to be alleviated. Furthermore, Fai (2021) emphasised the elements of tutoring face-to-face that significantly impact students' L2 (second language) learning experience and engagement. As an example, facial expressions can motivate learners, and in-person interactions that facilitate some aspects of learning.

Although in a variety of research, online learning is promising, some others disagree and have found it problematic. For example, in a study by Prajapati et al. (2024), researchers pointed to the flexibility and accessibility of online classes. They mentioned that it enables students to pursue higher education without geographical constraints. Contrary to Mebrouk and Mansouri (2023) discussed that distance learning can hinder learners' capabilities and discourage them.

Mushtaha et al. (2022) suggested a Hybrid-Flexible (HyFlex) approach for universities. They emphasised that this approach should be tailored to the nature of courses to address challenges in online learning. Similarly, Boukranaa et al. (2024) recognised that there are disadvantages in online learning that prevent us from replacing it with traditional face-to-face education, but it has some advantages as well. Rasheed et al. (2020) identified self-regulation challenges and issues related to technology use as obstacles in blended learning. They also stated that teachers have some difficulties, like utilising technology for effective teaching, and educational institutions cannot provide appropriate training and support.

Del Mundo-Sales et al. (2022) in their finding pointed to the managing role of teachers in distance learning. They mentioned that teachers should focus on time management, flexibility, and innovation in their teaching strategies. In this way, they can help students develop the necessary skills to adapt to the challenge of online learning. In a similar study, Mbuva (2015) emphasised that schools should keep up with various Learning Management Systems (LMS) as online education has grown widely. Alenezi and Shahi (2015) suggested a unique opportunity for students to have technology in their traditional classes. They mentioned using platforms like Second Life, integrated with Blackboard, that bridge the gap between face-to-face and online education.

To summarise, flexibility and accessibility are beneficial in online classes, but some challenges need to be tackled by educators.

Previous studies introduced common obstacles in online learning, but only a few studies distinguish which barriers are most prevalent among specific groups. Additionally, although several researchers have proposed frameworks like the HyFlex model, there is limited empirical evaluation of these approaches in diverse educational settings.

In the current study, we tried to bridge this gap. This research documents the specific challenges learners face in online environments. It also analyses how these difficulties intersect with their personal preferences and motivations. Finally, this research creates an effective and flexible context for learners to meet their educational needs.

2.3 Recommendations for Improving Online Learning

Although online learning provides challenges, a variety of recommendations are proposed to enhance the online educational experience. By using these strategies, educators can support student engagement, satisfaction, and academic success.

It appears that interaction is an important factor in online classes. As suggested in recent literature, Nguyen and colleagues (2021) indicated that synchronous classes with active learning methods reduce feelings of isolation and boost engagement, motivation, and satisfaction. They highlighted that in synchronous classes, students and instructors engage in live interaction, promoting a feeling of closeness and instant communication. Moreover, Nishimwe (2022) suggested that we should offer training courses

for educators to develop interactive and engaging online resources. He emphasised that we can minimise distractions in online learning by addressing technical issues and improving the quality of the internet.

Building on earlier research, Mese and Sevilen (2021) and Jelena et al. (2022) recommended focusing on the social interaction needs and expectations of students. They stated that we can improve online learning by employing tactics to decrease stress and promote engagement. It appears that these tactics could involve creating online breakout rooms for group conversations, providing consistent feedback opportunities, and utilising interactive resources to encourage engagement. Educators can enhance student success and motivation by examining the connective environment. There should be a variety of research to investigate the connection between motivation, attitudes, and individual variables in online learning settings (Genc et al., 2016).

Mukhtar et al. (2020) recommended training courses for faculty to use online modalities and develop lesson plans. It can reduce cognitive load and increase interactivity. As noted by Maxim (2021), educators should create a strong connection with students and improve a sense of community in online classes. It appears that it can be done through tools like video calls, announcements, and phone interactions. Additionally, for effective online teaching, we should focus on training. It means instructors should not simply upload face-to-face materials but adapt them to the online environment. Li and Liu (2023) suggested that teachers improve students' information literacy and familiarise them with online learning systems to use the benefits of this learning method. Muljana and Luo (2019) mentioned that a lot of work is needed to involve multiple stakeholders in online learning. Oroh and Pada (2023) emphasised integrating personalised learning features into online platforms to enhance engagement, satisfaction, and learning outcomes.

Personalising education to the needs of learners has been considered in many research studies. Rohmiatun and Lestari (2022) drew attention to fostering critical thinking in online classes. They observed that an innovative learning model increases comfort and improves learning. In the same study, Heng and Sol (2021) emphasized that learning platforms should be supported by governments. The researchers stressed the importance of internet access and regular training programs for students, teachers, and staff. Online collaborative learning is underscored by Said and et.al (2013), as they observed that providing learning templates can provide additional support for collaborating in online classes.

In summary, educators and policymakers should qualify online learning both pedagogically and technically. It may be suggested through teacher training, real-time communication, and interactive content. While the literature offers a wide range of recommendations, it appears that more studies should be done on contextual prioritisation and strategies for different institutional settings. Moreover, few studies consider how factors such as course content, institutional resources, or student background influence the success of these approaches.

This study examines actual feedback and motivational patterns of language learners. It attempts to provide solutions that are aligned with the needs of learners and the capabilities of educational institutions. It also provides a framework that meaningfully promotes online and blended learning.

3. Methodology

3.1 Participants

We studied 129 students learning English at different proficiency levels—pre-intermediate, intermediate, upper-intermediate, and advanced. Participants were chosen from private English language institutes in Karaj, Iran, to represent a wide range of English learners.

3.2 Instrument

We created a questionnaire that is the main source of data. It was designed using Google Forms and included both multiple-choice and Likert-scale items to explore students' preferences for different classroom formats (online, in-person, and blended), their perceptions of each format, and motivational factors related to language learning.

The survey link was distributed electronically through social messaging platforms, particularly Telegram and WhatsApp, by the researchers. It was shared directly with the students and also forwarded by colleagues to other English learners from various institutes and proficiency levels. The researchers collected the responses online and exported them to Microsoft Excel for further statistical analysis using SPSS.

We assessed the internal consistency of the questionnaire using Cronbach's alpha. The result was 0.819, indicating a good level of reliability. It means the items used in the instrument are adequately correlated and that the questionnaire is a consistent and reliable measure of the intended constructs.

3.3 Procedure

The researchers created a structured online questionnaire using Google. The survey was designed to be simple, mobile-friendly, and accessible to a wide range of participants. The link to the form was distributed via social messaging platforms, specifically Telegram and WhatsApp. The researchers shared it with their students and also invited colleagues to forward it to other English learners across different institutions.

Participants were given approximately one week to complete the questionnaire and were assured that the questionnaires were anonymous. Their identities and details were confidential and would not be shared in public. Totally, 129 valid responses were collected, and the data were then exported to Microsoft Excel and analysed using SPSS (version 22). Researchers used descriptive statistics to summarise participant demographics and overall preferences, while Chi-square tests were conducted to explore significant associations between variables such as gender, proficiency level, motivation, and learning format.

3.4 Data Analysis

In this study, data analysis includes both descriptive and inferential approaches. Researchers applied descriptive statistics to investigate the participants in terms of gender, age, language learning experience, and proficiency level. Then, to address the research questions, they used Chi-square tests and then employed SPSS version 22 to evaluate associations among key categorical variables such as learning preferences, satisfaction, learning outcomes, and demographic characteristics.

4. Key Inferential Findings

4.1 Learning Format and Students' Satisfaction (RQ1)

To determine whether students' learning format (online vs. in-person) was associated with their reported satisfaction and learning outcomes, a Chi-square test was conducted. As shown in Table 1, there was a strong relationship between the learning format and students' satisfaction with their classes ($p < 0.001$). Online learners reported more positive experiences with online classes. On the other hand, in-person learners expressed higher satisfaction with traditional classroom settings.

Table 1

Cross-tabulation of learning format and satisfaction with class experience

Choose	Count/ Percent	Online Classes		Person Classes		Better Learning Outcomes	
		Online	In-person	Online	In-person	Online	In-person
Very negative	Count	1	8	0	3	2	2
	Percent	1.8%	11.4%	0.0%	4.2%	3.6%	2.9%
negative	Count	1	19	4	1	12	7
	Percent	1.8%	27.1%	7.7%	1.4%	21.4%	10.0%
Neutral	Count	11	22	31	18	25	10
	Percent	19.6%	31.4%	59.6%	25.4%	44.6%	14.3%
positive	Count	28	16	0	0	15	23
	Percent	50.0%	22.9%	0.0%	0.0%	26.8%	32.9%
Very positive	Count	15	5	17	49	2	28
	Percent	26.8%	7.1%	32.7%	69.0%	3.6%	40.0%
Total	Count	56	70	52	71	56	70
	Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-Square Value		32.429		21.338		30.786	
df		4		3		4	
P-value		0.000		0.000		0.000	

This result suggests that students tend to prefer the modality they are currently experiencing, with online learners reporting more favourable views of online classes, and vice versa.

4.2 Preference for Online Learning and Outcomes (RQ1)

To further explore learning preferences and perceived outcomes, a Chi-square test was conducted based on students' interest in online learning. As illustrated in Table 2, learners who preferred online classes were significantly more likely to report positive or very positive experiences with online learning, while those who disliked online classes expressed more neutral or negative experiences.

Table 2

Association between preference for online learning and satisfaction with online classes

Choose	Count/ Percent	Online Classes		Person Classes		Better Learning Outcomes	
		Yes	No	Yes	No	Yes	No
Very negative	Count	2	7	0	3	2	2
	Percent	2.5%	15.2%	0.0%	6.4%	2.5%	4.3%
negative	Count	6	15	4	1	15	4
	Percent	6.3%	32.6%	5.3%	2.1%	19.0%	8.5%
Neutral	Count	18	15	39	10	31	4
	Percent	22.5%	32.6%	51.3%	21.3%	39.2%	8.5%
positive	Count	37	7	0	0	25	13
	Percent	46.3%	15.2%	0.0%	0.0%	31.6%	27.7%
Very positive	Count	18	2	33	33	6	24
	Percent	22.5%	4.3%	43.4%	70.2%	7.6%	51.1%
Total	Count	80	46	76	47	79	47
	Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Chi-Square Value		34.654		16.016		35.980	
df		4		3		4	
P-value		0.000		0.000		0.000	

These findings confirm that learners' attitudes significantly influence how they evaluate their educational experiences, with preference aligning closely with satisfaction.

4.3 Perceived Advantages and Disadvantages of Online Learning (RQ2)

When asked about perceived advantages, students highlighted work-life balance (25.75%), ease of learning (19.03%), and scheduling flexibility (17.54%) as the top benefits. A Chi-square test confirmed that the frequency of selected benefits differed significantly among the options ($p = 0.000$), as shown in Table 3.

Table 3

Perceived benefits of online learning

Reasons	Frequency	Percent
Flexibility in scheduling	47	17.54
Ability to learn better and more easily	51	19.03
Use of innovative learning tools and methods	35	13.06
The convenience of not commuting	1	15.30
Enhanced engagement through digital tools	25	9.33
Better work-life balance	69	25.75

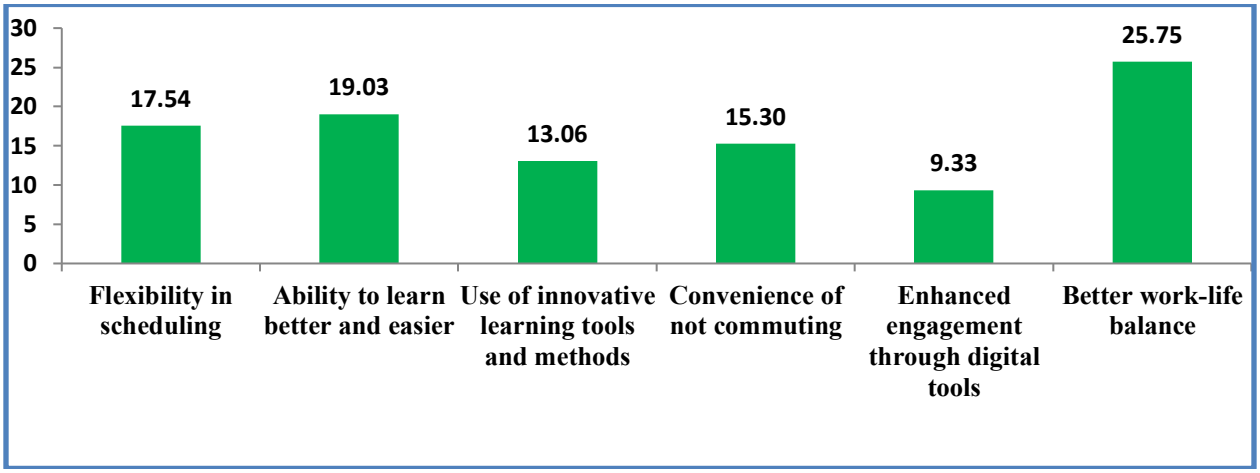
Reasons	Frequency	Percent
Total	268	100.00
Chi-Square Value	25.328	
df	5	
P-value	0.000	

There was no statistically significant difference across the reported problems (p = 0.177). This implies that learners commonly perceive multiple drawbacks, with no single issue standing out as dominant.

As illustrated in Figure 1, the most commonly cited advantages were work-life balance, ease of learning, and flexibility in scheduling.

Figure 1

Distribution of perceived advantages of online English learning



4.4 Demographic Factors and Learner Attitudes (RQ3)

Further Chi-square tests explored the relationship between demographic factors and learner attitudes:

1. Gender: No significant association was found between gender and learning motivation or preference (p = 0.723).
2. Age: Similarly, no significant impact of age on learning attitudes was identified (p = 0.500).
3. Digital Experience: Although not statistically significant at the 95% level (p = 0.051), learners with prior digital training tended to report slightly higher agreement with the effectiveness of individualised learning online.

These findings suggest that individual differences do not influence learner preferences or outcomes in this sample. However, prior digital experience has a marginal influence and highlights the need for further research.

5. Results

This study is organised to answer the three guiding research questions.

RQ1: What are students' preferences for different classroom formats, and how do these preferences affect learning outcomes and satisfaction?

The results of the Chi-square test revealed that there is a relationship between students' learning format and their satisfaction with classes ($p < 0.001$). As reported in Table 1, online learners were more likely to describe their online class experience as "positive" or "very positive," whereas in-person learners had an even better distribution across different satisfaction levels. In contrast, in-person learners showed stronger agreement with the statement that they obtain better learning outcomes in face-to-face settings.

Additionally, students who expressed a preference for online learning reported significantly higher levels of satisfaction with online classes (Table 1, $p < 0.001$). The alignment between student modality and perceived outcome is linked to motivation and learning satisfaction.

RQ2: What are the perceived benefits and drawbacks of online learning compared to in-person learning?

As it is clear in Table 3 and Figure 1, the most recognised advantages of learning online are better work-life balance (25.75%), the ability to learn more easily (19.03%), and scheduling flexibility (17.54%). Interestingly, it confirms prior literature that emphasised flexibility and convenience as motivators in online education.

RQ3: How do individual factors (e.g., age, prior digital experience) influence students' motivation and attitudes toward different learning modalities?

The results showed that demographic variables such as gender and age did not have a statistically significant impact on students' learning motivation or preferences ($p > 0.05$). Similarly, while prior digital training did not reach statistical significance either, learners with some level of digital competence tended to report more favourable attitudes toward personalised learning in online settings.

6. Discussion

The findings of this study show how students' preferences for learning formats affect their satisfaction and perceived learning outcomes. The researchers recognised that students who preferred online learning also reported higher satisfaction with their online class experiences. These results are completely consistent with the findings of Hrastinski (2019), who stated that scheduling flexibility is the main advantage of online learning.

In contrast, those who preferred in-person learning achieved better results in a traditional classroom setting. It suggests that learners value social connections found in face-to-face formats. Although this study did not find gender or age differences, the researchers suggest more studies in the field of individual learning styles or cultural expectations.

Previous digital experience was the other factor that was investigated. Results revealed that participants with some level of digital competence tended to express more favourable attitudes toward online learning. It aligns with Lai and Bower's (2019) findings, which mentioned digital literacy as a factor that enhances learners' capacity to manage technology confidently.

Many students were concerned about the lack of personal connection in online classes. This is, although they were technologically literate (87.5% could resolve technical problems independently). It reflects the importance of human interaction in online education.

When learners choose their preferred formats, their intrinsic motivation and satisfaction increase. Conversely, when the learning environment does not align with students' needs, motivation may decline. These findings demonstrate self-determination theory.

7. Limitations

The researchers emphasise that the sample size was modest (N = 129) and may not represent the broader population of English learners. Additionally, participants were self-selected, which could have introduced bias. Furthermore, the study relied on self-reported data, which may not perfectly reflect actual behaviours or learning outcomes. Furthermore, the participants are from private language institutes in one city in Iran, and perhaps culture and circumstances influenced the learners' choices. It would be better to conduct more extensive research, with a wider scope, in different countries.

8. Conclusion

In this study, we investigated the preferences and satisfaction of students in online versus in-person English language learning. We also observed their perceived advantages and disadvantages. The findings indicate that students' preferences affect their satisfaction and learning outcomes. Furthermore, it highlights the importance of learner-centred flexibility. While online learning is appreciated for its accessibility and convenience, face-to-face settings are valued for their interpersonal connection. Notably, the study shows that digital experience plays a critical role in shaping motivation and engagement.

For educators, the study suggests designing adaptable learning environments that make students more engaged in content. It is recommended to provide hybrid or blended models. To explain more, these models personalise feedback and foster digital self-efficacy through training and technical support.

At the policy level, this study suggests providing a situation that puts digital literacy into curriculum planning. Policymakers and academic leaders should consider both pedagogical quality and digital literacy. It improves students' ability to use digital platforms confidently. Future educational frameworks should promote flexibility, digital competence, and meaningful learner interaction. By applying this, we can offer practical guidance for curriculum designers to create more inclusive, effective, and motivating language learning environments.

9. Recommendations

This study offers suggestions for institutions to improve English language learning. Firstly, they should have flexibility and give their students options to choose between online and face-to-face. By doing this, they boost their motivation and satisfaction and enhance their engagement.

Next, students' digital skills should be strengthened by workshops and training courses. It reduces their technical challenges and increases confidence (Lai & Bower, 2019). Teachers can provide personalised feedback in online environments to support learner progress and motivation.

Finally, educational systems should provide teacher training courses for teachers to improve digital pedagogy and effective learning environments. By applying these steps, universities, colleges, and adult learning institutes can better meet diverse learner needs and improve outcomes in English education.

10. Ethical Considerations

This study adhered to ethical standards to ensure the anonymity and confidentiality of all participants. Participants were informed about the purpose of the research and assured of their right to withdraw at any time without any consequences. Informed consent was obtained before survey completion.

11. References

Abd Rahman, S. N., Razali, A. B., Abd Samad, A., Jeyaraj, J. J., & Abdullah, N. S. (2022). Developing sociolinguistic Competence in the ESL classroom: A case study of ESL instructors in a Malaysian University. *Asian Journal of University Education (AJUE)*, *18*(4), 1156-1170.

Alenezi, A. M., & Shahi, K. K. (2015). Interactive e-learning through second life with blackboard technology. *Procedia-Social and behavioral sciences*, *176*, 891-897.

Booth, J. M. J., Doyle, T. E., & Musson, D. M. (2013). Influence of learning preference on self-efficacy and performance in mixed-modality first-year engineering design. *Proceedings of the Canadian Engineering Education Association (CEEA)*.

Boukranaa, A. M., Mjahad, R. A., & Mohammed, R. E. (2024). Advantages and Disadvantages of Distance Learning During the Coronavirus Pandemic: Faculty of Arts and Humanities of Sidi Mohamed Ben Abdellah as Case Study. *Journal of Learning and Development Studies*, *4*(1), 09-17.

Cabual, R. A. (2021). Learning styles and preferred learning modalities in the new normal. *Open Access Library Journal*, *8*(4), 1-14.

Esra, M. E. Ş. E., & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology and Online Learning, 4(1), 11-22.*

Fai, W. S. Comparing secondary students' English learning motivation in online and face-to-face tutoring.

Fujii, A. (2024). Exploring autonomy support and learning preference in higher education: introducing a flexible and personalized learning environment with technology. *Discover Education*, *3*(1), 26.

Genc, G., Kulusaklı, E., & Aydın, S. (2016). A comparative study on the motivation and attitudes of language learners of online distance and traditional in-classroom education. *Turkish Online Journal of Distance Education, 17(4).*

Hrastinski, S. (2019). What do we mean by blended learning? *TechTrends, 63(5), 564-569.*

Heng, K., & Sol, K. (2021). Online learning during COVID-19: Key challenges and suggestions to enhance effectiveness. *Cambodian Journal of Educational Research, 1(1), 3-16.*

Jamian, L. S., Abu Samah, A., & Abdul Aziz, N. (2022). Learning styles and motivations in learning English amongst English as second language foundation students at a public university in Selangor, Malaysia. *Asian Journal of University Education (AJUE), 18(4), 906-918.*

Jelena, J., Bojana, K., & Rakić, D. (2022). THE EFFECTS OF ONLINE ENGLISH CLASSES ON STUDENTS'MOTIVATION TO LEARN ENGLISH LANGUAGE. *Journal of Language & Literary Studies/Folia Linguistica & Litteraria*, (39).

Kirovska-Simjanoska, D. (2019). Digital vs in-person learning environment in ESP classrooms: Let the students decide. *Seeu Review, 14(1), 36-68.*

Lai, J. W., & Bower, M. (2019). How is the use of technology in education evaluated? A systematic review. Computers & Education, 133, 27-42.

Larson, M., Davies, R., Steadman, A., & Cheng, W. M. (2023). Student's Choice: In-Person, Online, or on Demand? A Comparison of Instructional Modality Preference and Effectiveness. *Education Sciences, 13(9), 877.*

Li, Z., & Liu, Y. (2023). Analysis of the current situation of the research on the influencing factors of online learning behavior and suggestions for teaching improvement. *Sustainability, 15(3), 2119.*

Maxim, S. (2021). Online Teaching. Opportunities, Challenges and Recommendations to Improve Collaboration and Quality of Learning. *Studia Universitatis Babes-Bolyai-Psychologia-Paedagogia, 66(2), 59-84.*

Mbuva, J. M. (2015). Examining the effectiveness of online educational technological tools for teaching and learning and the challenges ahead. *Journal of Higher Education Theory and Practice, 15(2), 113.*

MEBROUK, C., & MANSOURI, N. (2023). *Distance Learning in Corona-Virus Time Advantages and Drawbacks The Case of 3rd year students Ibn Khaldoun University of Tiaret* (Doctoral dissertation, Université IBN KHALDOUN-Tiaret).

Moreno, D. E. L., & Torres, R. C. (2024). College Students' Preference in Technology-Enhanced Learning Modalities: A Two-Stage Cluster Analysis for Enhanced Instructional Design Strategies. *International Journal of Information and Education Technology, 14(8).*

Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era. *Pakistan journal of medical sciences, 36(COVID19-S4), S27.*

Muljana, P. S., & Luo, T. (2019). Factors contributing to student retention in online learning and recommended strategies for improvement: A systematic literature review. *Journal of Information Technology Education: Research, 18.*

Mundo-Sales, R. N., Mohamad, H., Parcon, M., Labangan, B., Reyes, F., & Sinsuat, D. R. R. S. (2022). Transitions in Tumultuous Times: Teachers' Experiences with Distance Learning Amidst the COVID-19 Pandemic. *Psychology and Education: A Multidisciplinary Journal.*

Mushtaha, E., Dabous, S. A., Alsyouf, I., Ahmed, A., & Abdraboh, N. R. (2022). The challenges and opportunities of online learning and teaching at engineering and theoretical colleges during the pandemic. *Ain Shams Engineering Journal, 13(6), 101770.*

Nguyen, T., Netto, C. L., Wilkins, J. F., Bröker, P., Vargas, E. E., Sealfon, C. D., ... & Stein, G. M. (2021, April). Insights into students' experiences and perceptions of remote learning methods: From the COVID-19 pandemic to best practice for the future. *In Frontiers in Education (Vol. 6, p. 647986). Frontiers Media SA.*

Nishimwe, G., Kamali, S., Gatesi, E., & Wong, R. (2022). Assessing the perceptions and preferences between online and in-person classroom learning among university students in Rwanda. *Journal of Service Science and Management, 15(1), 23-34.*

Oroh, O., & Pada, D. (2023). Enhancing Online Learning Experiences through Personalization Utilizing Recommendation Algorithms. *International Journal Software Engineering and Computer Science (IJSECS), 3(3), 398-407.*

Paul, T. V. (2016). Organizational Training Modalities: Investigating the Impact of Learner Preference on Performance. *International Journal of Learning and Development, 6(10).*

Prajapati, V., Jariwala, C. H., Prajapati, A., & Murthy, G. V. K. ANALYZING THE BENEFITS AND DRAWBACKS OF ONLINE LEARNING IN HIGHER EDUCATION.

Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2020). Challenges in the online component of blended learning: A systematic review. *Computers & education, 144, 103701.*

Riaz, F., Mahmood, S. E., Begum, T., Ahmad, M. T., Al-Shaikh, A. A., Ahmad, A., ... & Khan, M. S. (2023). Students' preferences and perceptions regarding online versus offline teaching and learning post-COVID-19 lockdown. *Sustainability, 15(3), 2362.*

Rohmiatun, E. T., & Lestari, W. M. (2022). IMPLEMENTATION OF ONLINE LEARNING MODELS FOR EFFECTIVE LEARNING RECOMMENDATIONS IN NEW NORMAL TIME. *Jurnal Scientia, 10(2), 242-249.*

Romanes, M. M. A. J. D. (2022). ENROLLMENT AND PREFERRED LEARNING MODALITIES IN THE NEW NORMAL.

Said, M. N. H. B. M., Forret, M., & Eames, C. (2013, September). Online collaborative learning in tertiary ICT education: Constraints and suggestions for improvement. *In 2013 International Conference on Informatics and Creative Multimedia (pp. 153-158). IEEE.*

Sankey, M., Birch, D., & Gardiner, M. (2011). The impact of multiple representations of content using multimedia on learning outcomes across learning styles and modal preferences. *International Journal of Education and Development using ICT, 7(3), 18-35.*

Tratnik, A., Urh, M., & Jereb, E. (2019). Student satisfaction with an online and a face-to-face Business English course in a higher education context. *Innovations in education and teaching international, 56(1), 36-45.*

Weippl, E. R., & Ebner, M. (2008, November). Security privacy challenges in e-learning 2.0. In eLearn: World Conference on EdTech (pp. 4001-4007). *Association for the Advancement of Computing in Education (AACE).*

Wright, B. M. (2017). BLENDED LEARNING: STUDENT PERCEPTION OF FACE-TO-FACE AND ONLINE EFL LESSONS. *Indonesian journal of applied linguistics, 7(1)*.

Wu, L., & You, J. S. (2022). Synchronous or asynchronous course: Business students' perspectives on an optimized modality of online teaching and learning. *Journal of Marketing Education, 44(2), 265-284.*

Yousaf, A., & Masood, S. (2024). Balancing virtual boundaries: investigating the impact of online learning on socialization and social skill development. *Asian Journal of University Education (AJUE), 20(2), 439-453.*

Zúñiga, A. I. (2022). The Effects of Online Learning on Students' Anxiety and Motivation (*Doctoral dissertation, Illinois State University).*