Esl Teachers And Students' Perceptions Toward Blended-Learning During Covid-19 Pandemic

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ABSTRACT

The global disruption caused by the COVID-19 epidemic has unquestionably created untold, indescribable, and pervasive issues in the Philippines' educational system. Teachers have been challenged with implementing distance learning modes from the beginning of the pandemic, often without adequate guidance, training, or resources. The researcher was inspired by the influence of COVID 19 on professors and students at Bulacan State University to investigate the feasibility of establishing a transformative learning process that is flexible in context and practice. This study looked at how teachers and students felt about using a variety of blended learning methodologies. It used a mixed method to investigate the relationship between students' and instructors' perceptions of blended language instruction, as well as Creswell's explanatory sequential research design. Thirty (30) students and twenty (20) English faculty members from the chosen university took part in the study. Qualitative and quantitative research tools were used. The data was collected through two questionnaires. For in-depth investigation, semi-structured, virtual interviews were conducted with a focus group composed of deliberately selected five (5) students and five (5) faculty. Overall, the participants were unanimous in their perceptions that Blended Learning did not positively impact the learning of the students in their course "Purposive Communication".

Keywords: Blended-Learning, Covid 19-Pandemic, ESL, Perception, Purposive Communication

I. INTRODUCTION

The world-wide disruptive impact of COVID 19 pandemic has inarguably engendered untold, indescribable, and ubiquitous challenges in the educational system in the Philippines. It has affected the schools, teachers, and students alike and even various social institutions. The crises and the responses to this unprecedented sweeping illness have unveiled countless issues in educational systems, although it has created opportunities to reshape school education to a new model that is more adaptable and stronger. COVID 19 pandemic certainly has impacted the academic world and may most probably continue to warn countries and various systems due to other environmental factors such as climate change, technological disruptions, and globalized connectivity.

The COVID-19 pandemic has spawned the largest disruption of education systems in history, affecting nearly 1.6 billion learners world-wide. Closures of schools and other learning spaces have affected 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries. The Philippines is one of such countries that is affected. The crisis has heightened pre-existing education discrepancy by reducing the opportunities for many of the most vulnerable children, youth, and adults – those living in poverty -stricken areas. Some 23.8 million additional children and youth (from pre-primary to tertiary) may drop out or would not have access to school due to the pandemic's economic effect alone (Policy Brief: Education during COVID-19 and beyond AUGUST 2020).

Similarly, the education disruption has had, and will continue to have considerable effects beyond education. The teachers will certainly be greatly affected. When schools close unexpectedly and for unknown durations, teachers are often unsure of their obligations and how to maintain connections with students to support learning. Transitions to distance learning platforms tend to be messy and frustrating, even in the best circumstances. In many contexts, school closures lead to lay- offs or separations for teachers (Adverse consequences of school closures, n.d.).

From the onset of the pandemic, teachers were immediately tasked with implementing distance learning modalities, often without sufficient guidance, training, or resources. This occurred at every level of education. In many contexts, teacher professional development has moved online or has been disseminated via telephone and video applications, but marginalized teachers may have missed out on such support. Web-based class meetings and messaging applications have become useful tools and new ways of communicating with their learners and the education community.

The COVID-19 crisis has highlighted the teachers' need to be trained in new methods of education delivery; one of which will be the application of various blended teaching techniques/strategies.

The impact of COVID 19 on the faculty and students at Bulacan State University has spurred the researcher to investigate the plausibility of designing a transformative learning process that is flexible in context and in

practice. It mandates the institution to have flexible learning opportunities to all students and to study how to address the needs of the learners in meeting the learning competencies across programs. The big challenge rests upon the faculty members in translating the curriculum via instruction using appropriate pedagogical approach. Thus, this study focused on exploring the perceptions of both the teachers and students regarding Blended Learning as strategy that is been being used during this uncertain time of pandemic.

The primary focus of this descriptive study is to be cognizant of the perceptions of the teachers and students on Blended Learning.

Specifically, this survey research attempted to answer the following inquiries:

1. What are the teachers and students' perceptions toward blended learning in "Purposive English Communication" classes?
2. How effective is the use of Blended Learning in the teaching of Purposive English Communication for the Bachelor of Science Major in Information Technology?
3. What were the respondents' experiences about Blended Learning?

The purpose of this study was to conduct explanatory research regarding teachers' and students' perceptions of blended learning at a state university in Malolos, Bulacan.

A. Scope and Limitations

This explanatory sequential mixed research focused on the perceptions of the teachers and students about the application of Blended Learning Strategy in the educative process. The data collection was conducted to a minimum number of respondents (30) enrolled in the BSIT program, during the Academic Year 2020-2021, first semester at Bulacan State University, in Malolos, Bulacan.

The teachers are English Faculty members in the College of Arts and Science, English Department at Bulacan State University, in Malolos, Bulacan.

B. Related Studies

According to Bordoloi, et al. (2021) during any crisis like a pandemic, war or natural disaster, online/blended learning could meet the academic needs of the learners in a bigger way. The use of information and communication technology (ICT)-based technologies has converted the entire teaching pedagogy to a learner centered pedagogy, following which the skills of using technology are to be seen as the most essential qualifications on the part of both the teachers/educators and learners. Therefore, the purpose of their research paper was to understand the perceptions of the teachers and learners regarding the use of online/blended learning modes in teaching learning transactions. Another purpose of the paper was to find out the prospects and challenges of providing online/blended learning in a country like India, particularly during and in post-Covid-19 situations.

Yilmaz and Malone' (2020) study determined the effectiveness of blended learning within the context of a science education methods course for early childhood elementary preservice teachers in Turkey. Elementary teachers formerly feared science and avoided using it in their classes. This course was blended to allow the students to experience active science learning during face- to- face sessions. Student perceptions about their experiences in a blended methods course were collected using a previously validated survey. The data analysis of the post-test only survey research design demonstrated that students' perceptions were positive towards the use of blended learning within their science education methods course. However, the analysis determined that students felt that certain technical aspects of the blended learning hindered their learning.

Hensley's (2020) qualitative study was to understand teacher perceptions of blended learning as an instructional methodology for addressing the needs of diverse learners. The researcher explored the perceptions of teachers who were participating in an ongoing professional development program within their school district. This program focused on improving teaching and learning through the implementation of a blended learning approach. The researcher examined the experiences of teachers as they learned to adapt pedagogical practices to address the learning needs of 21st century students through blended learning. The researcher sought to gain a better understanding of how teachers perceived that utilizing a blended learning methodology impacted pedagogical beliefs, practices, and student learning. Based on the research questions guiding this study, data was collected from individual, in-depth interviews with fifteen educators. Twelve participants were classroom teachers, and three participants were school administrators. The analysis of this data identified the following commonalities regarding teacher perceptions of blended learning as an instructional methodology for addressing the needs of diverse learners: knowledge and understanding of effective instructional practices, enhancing instruction with the strategic use of technology, personalizing learning, technology-enabled assessments to support instruction, engaging and empowering learners, and relevant professional development and support. These results can benefit educators in adapting effective instructional practices to reach all learners.

According to Ughade (2020), In today's digital era, use of technology and web- based means of communication have provided an opportunity to educators, all over the world to investigate the most suitable learning environment which may cater the needs of diverse learner. Modified learning environment which incorporates

the benefits of traditional as well as modern learning is the need of hour. New opportunities for learning and engagement in life are offering of globalization and technology which is continually altering our views of education. Technology enables learning to extend beyond the classroom walls and facilitates better access to learning resources. Blended learning approaches have amplified the need for teachers, students, and the wider community to take advantage of learning opportunities afforded through improved personalization, collaboration, and communication enabled by learning technologies. Blended learning has many different forms, and it will continue to evolve. New practices will be introduced to increase its reach and effectiveness. It should not be viewed as a single model but as an approach that shares the goal of the provision of better educational experiences and outcomes. Blended learning provides flexible, cost effective and time saving for the learners and teachers. The main aim of the study is to find out the perception of students towards Blended Learning. Survey method was employed for this research. The researcher has chosen 75 PG students for the study. The researcher found that median is 4 for all the structured questions used in the questionnaire. Outcome has absolute characteristics irrespective of gender. Hence, blended learning is a suitable and effective method for the better learning in higher education.

Tupas and Laguda's (2020) qualitative study showed blended learning as an approach that started three decades ago, specifically for higher education institutions (HEIs), and was also used in graduate programs and professional development. In 2007, in the Philippines, the Center of BL started and had very positive responses from the parents and students. Moreover, BL has been adopted in subjects like English explicitly in Language, Science, and Distance Learning. The use of BL in education helps students engage positively in all activities and increased behavior towards learning, and empowered to become leaders, coaches, and mentors to fellow students. Teachers, as necessary instruments for effective implementation of BL, the conduct of professional development is vital. In the country, DepEd proposed to use online learning, modular approach, radio-television methods, face-to -face, and para-teachers for blended learning. But the lack of facilities like gadgets or computer sets, and connectivity in the Philippines is a unique challenge to DepEd. The education sectors asked help from different government agencies and private individuals and organizations to support the proposals. This study suggested tapping experts to conduct studies BL to help the education system in the new normal. Each school must document all the positive and negative experiences with BL. DepEd consolidates all the collected undertaking during a pandemic and creates a framework to enhance blended learning.

Patanasorn & Whit's (2020) study aimed to examine teachers' and students' perceptions of the design of blended learning in English language courses. The study participants consisted of five English teachers, each of whom had over a year of experience in teaching blended learning courses, and thirty-six students majoring in English. The data were collected using semi-structured interviews with teacher participants and focus group interviews with student participants. The interviews were conducted using both face-to -face and phone conversations; each interview lasted about one hour. The focus group interviews were conducted with four to five student participants at a time, and each interview lasted about one hour. Conversations with both the teacher and student participants were conducted in their first language to allow for greater insight. The data from the interviews were transcribed and coded using Atlast.ti, and they were then analyzed using content analysis. To validate the results, the emergent themes were reviewed by the participants. The results revealed that both teachers and students were ready for this new form of language teaching. What is needed is teachers' professional training on how to design blended learning courses beyond the course management system level and how to raise and maintain students' motivation for online learning. Unsurprisingly, teachers are viewed as the main agents in enabling successful English language learning.

Alvarez, Jr. (2020) in his qualitative study reported that there were five themes or "roadblocks": technological, instructional, class size, technical support, and collaboration in the application of Blended Learning. Findings were also discussed in the lenses of various literatures, particularly in terms of design and development, implementation, and assessment and evaluation of blended learning. He proposed an overarching proposal, which was aligned to the results of this research study. The proposal also aimed to add to the pool of teachers' voices who experienced problems and challenges in the delivery of blended learning. The results of this study could serve as a basis for continuous faculty training and development, as well as for the improvement of the NSTP course, in general.

Some studies have revealed that majority of the faculty members have understood their roles in blended-based environment (Korkmaz & Mirici, 2021; Aldosemani et.al, 2018). It was found out that blended learning mitigates the delivery of teaching and learning access regardless of time and space. Findings revealed a positive perception of academic staff towards the affordability that blended learning can bring in teaching and learning context. It emphasizes the view of blended learning as it delivers access to course materials regardless of time and space. It indicates significant valuation of personal space and convenience in accessing learning resources.

A study conducted by Holmes and Prieto-Rodriguez (2018) where mix research method was employed to examine the perceptions of academic staff and students on various Learning Management System (LMS) in terms of effectiveness in teaching and learning, and the affordances it can bring such as accessibility and interactivity. Findings revealed that the most effective element of LMS in course learning for teachers are 1)

access to course materials, 2) recorded face-to-face lectures, 3) course blogs or wikis, and 4) online discussion. These mean that the results for LMS are effective in terms of accessibility in teaching and learning revealed a statistically different response for academic staff and students. However, there is no significant difference in relation to LMS interactivity The results provided a significant understanding in terms of faculty and student perceptions towards blended learning. The use of mixed methods in this study allows to integrate the data of inquiry to provide a visual picture both in quantitative and qualitative research method (Creswell, 2014). In fact, various literatures claim that blended learning can bring about flexibility and convenience to both teachers and students regardless of transactional distance exists because of its capability to provide teaching and learning outside of physical learning environment (Waha & Davis, 2014).

Both teachers and students stressed that the use of LMS is significant as it promotes portability and access to information in mobile usability (Koole, 2009). This means that technological or authoring tools, such as Canvas, Moodle, or Blackboard, serve in bridging teaching and learning gap. The flexibility of the learning space allows for borderless classroom to be connected using a learning platform regardless of time and space.

II. Methodology

1. Research Design

This study used explanatory sequential research mixed method.

Phase 1

Quantitative Data Collection and Analysis

Follow up with

Phase 2

Quantitative Data Collection and Analysis Interpretation

An explanatory sequential design according to Plano Clark (2011) consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results. The rational for this design approach is that the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend, or explain the general picture.

2. Participants

The participants consisted of 20 English language teachers (9) males and (11females who were selected purposively because they each had at least one year of experience in using blended learning in English language courses. Thirty (30) students participated in the study. Teachers and students were asked to volunteer for the study personally. Only those who agreed to participate were contacted for interview.

3. Research Instruments

The researcher utilized the questionnaires used by E. Balci (2017): "Instructors' Views on Blended Learning and its Implementation Process" and "Learners' Views on Blended Learning and its Implementation Process". Interview via messenger was also conducted to the volunteers.

Data Gathering Procedure.

The researcher, prior to the fielding of the survey questionnaires ensured that all necessary permissions and approval from the university were obtained first.

Next, assistance was sought in the conduct of the survey for Phase1 of the study. Online survey or internet survey was used to collect the data, where a set of survey questions was sent out to a target sample and the members of this sample were enjoined to respond to the questions. Respondents received the online survey questionnaire via email. The researcher requested that the participants sent back the accomplished survey via email or another social site (messenger). The respondents were requested to analyze each of the 17 statements about BL They were requested to rate each statement according to their individual perceptions using a 5-point Likert where 1-indicates Strongly Disagree, 2-Disagree, 3-Neutral. 4-Agree, and 5- Strongly Agree. Weighted mean was determined for each statement. The following range was used to interpret their perceptions based on the ratings the respondents gave.

For the teachers, they were also requested to rate each of the 13 given statements to indicate their perceptions related to the application of BL in the teaching-learning approach. Similar Likert Scale was used.

Likert Scale

Range	Verbal Interpretation
4.50- 5.00	Strongly Agree
3.50-4.49	Agree

2.50-3.49	Neutral
1.50-2.49	Disagree
1.00-1.49	Strongly Disagree

Choosing the participants to be interviewed was also voluntary. They were assured that they could withdraw voluntarily any time without repercussions. When withdrawing from the study, the participant/s should let the researcher know that he/she wishes to withdraw. A participant may provide the researcher with the reason(s) for leaving the study but is not required to provide his/her reason.

For phase 2 (qualitative part), semi-structured interview questions were used to elicit the subjects' responses for the questions. Collected data were recorded and transcribed verbatim by the researcher's assistant. Anonymity of the respondents was observed. The used of interview provided the researcher the opportunity to collect data for an understanding of the respondents' perceptions about BL. The interviewees were allowed to use their first language.

III. RESULTS AND DISCUSSION

The results of the survey questionnaires were described using descriptive statistics. The data from the interviews were analyzed using content analysis.

C. RESULTS

1. SOP 1. What are the teachers and students' perceptions toward blended learning in "Purposive English Communication" classes?

a. Table 1 presents the summary of perceptions of the students as regards the use of Blended Learning in the teaching of Purposive English Communication.

Table 1: Summary of Students' Perceptions on Blended Learning

Indicators	WEIGHTED MEAN	Verbal Interpretations
1. The online practice helps me to follow courses easily.	1.99	DISAGREE
2. Whenever I need help in the online platform, I can get it.	3.88	AGREE
3. I can reach the online platform wherever I want.	2.94	NEUTRAL
4. The instructions in the online platforms are quite enough for me.	1.95	DISAGREE
5. I find the online platforms quite clear and user-friendly	1.66	DISAGREE
6. Online Practice is not as effective as face-to- face sessions	2.48	DISAGREE
7. Modules in the online platforms are quite comprehensive including all the objectives of the course.	1.98	DISAGREE
8. The objectives of the course in all modules are always defined clearly	2.31	DISAGREE
9. Learning and teaching activities in all modules are always explained clearly.	1.58	DISAGREE
10. Modules in the online platform meet my needs.	1.96	DISAGREE
11. Online studies completes face-to-face sessions and satisfy my needs considerably in terms of extra practice.	1.98	DISAGREE
12. I can study and practice language items in the online platform parallel to the face-to-face schedule.	1.86	DISAGREE
13. Online platform provides plenty of opportunities to practice my listening and reading skills.	2.28	DISAGREE

14. I can easily do writing assignments and submit to my teacher through online platform	2.06	DISAGREE
15. I can extend my vocabulary with exercises in the online platform.	2.10	DISAGREE
16. Grammar practice in the online platform helps me satisfy my needs in learning English.	1.95	DISAGREE
17. Grammar practice in the online platform helps me develop my competency	2.84	NEUTRAL

Table 1 revealed the perceptions of the 30 respondents enrolled in Purposive English Communication course. They are freshmen BSIT students who voluntarily participated in the survey at the Bulacan State University. Scrutiny of the participants' scores revealed that they disagreed to majority of the indicators except numbers 2 (Agree), 3 (neutral), and no. 17(neutral).

1.) The Technology Can Be Challenging Rather Than Useful.
One of the key issues is the technological literacy that can be a real problem for teachers. Not all digital resources are reliable and easy to use.

2.) Blended Learning Makes Teachers Overwork.
There is a great deal of additional work for teachers involved in all stages of blended learning. They have to broaden their horizons, pick the most suitable syllabus, and apply significantly more time and effort to find the right balance between online and face-to-face learning. Unfortunately, not all of them are willing to do so.

3.) Students Can Experience Cognitive Load.
With a great range of possibilities provided by the blended learning model, teachers may start overdoing with educational activities and content.

4.) Credibility of Sources and Plagiarism Become Even A Bigger Issue.
Having a digital-friendly educational environment may cause more plagiarizing from online resources. Moreover, there are many unreliable online resources that present false or misinterpreted facts (Hunt,2016).

Snyder et al.'s (2014) experiment lent support to the results as they found the students did not like blended learning because they felt it was time consuming. Sending lectures home increased their homework, and they felt that some of the video lectures and online activities were boring compared to an interactive lecture from their teacher. Siko (2014) also had some students who struggled with blended learning in his study of 47 eleventh grade students in an IB biology course. After surveying students and parents following the blended learning portion of the class, Siko found that while many students appreciated the flexibility that went with blended learning, they struggled with the ability to self-pace. Both students and parents acknowledged that learning to self-pace was an important skill, but they worried that it might prevent some students from being successful in a blended learning course. Wendt and Rockinson-Szapkiw (2015) looked at community building in middle school science classrooms and found that blended learning had a negative impact on community. The researchers found that the students in the control group had a statistically significantly higher sense of community than those in the treatment group. They argued that the online discussion forums suffered from difficulty of use and the chance for miscommunication and went on to connect the idea of community to engagement, arguing that students who did not feel a sense of community in the classroom were less engaged in their work (Chen, S., Lu, Y. 2013).

Additionally, Kennedy and Newcombe, (2011) noted that there are barriers for students in blended learning. Students can have difficulty learning on their own and not be able to immediately ask questions if they are unsure about the material (Kennedy and Newcombe, 2011).

Students need to understand what will happen in and out of the classroom when they select a "blended" course. Students have typical barriers related to cost, time, location, available learning & teaching preference.

a.) Barriers for Faculty
Implementing blended learning requires additional faculty time and effort (Kaleta, et, al., 2007; Lee and Im, 2006; Lefor and Hedberg, 2006).

Many faculty members incur the additional workload cost because they see the benefits of blended learning for student learning (Starenko et al.,2007).

Faculty members need to be comfortable with risk-taking: adopting or adapting technologies and pedagogies.

Faculty members need support from their department, school, campus, and tenure committees.

b. Table 2 shows the summarized perceptions of the faculty who volunteered to participate in the study.

Table 2:Teacher's Perceptions on Blended Learning

Indicators	Weighted Mean	Verbal Interpretations
1. Blended Learning has positive impact on students	1.38	STRONGLY DISAGREE
2. Blended Learning makes students autonomous	1.31	STRONLY DISAGREE
3. I believe that students can learn language efficiently by integrating the materials in the class with online platform.	1.21	STRONGLY DISAGREE
4. Students can study at their own pace with online platform.	1.36	STRONGLY DISAGREE
5. Learning the contents through the online activities is easier for students than face-to-face instruction.	1.18	STRONGLY DISAGREE
6. Modules in the online platform meet students' needs.	1.32	STRONGLY DISAGREE
7. Blended Learning motivates students.	1.32	STRONGLY DISAGREE
8. Blended Learning makes students responsible for the course.	1.34	STRONGLY DISAGREE
9. Being able to practice through PC or mobile devices provides huge practicality for students.	1.35	STRONGLY DISAGREE
10. I believe that students can learn English only through the printed materials.	1.31	STRONGLY DISAGREE
11. Blended Learning makes the course more communicative.	1.31	STRONGLY DISAGREE
12. Blended Learning helps learners develop receptive skills (Listening and Reading).	1.04	STRONGLY DISAGREE
13. Blended Learning helps learners develop productive skills (Speaking and Writing.	1.25	STRONGLY DISAGREE

It is noteworthy to conclude that the participants were unanimous in their perceptions that Blended Learning did not positively impact the learning of the students in their course "Purposive Communication". Since the participants indicated that they strongly disagree in all the indicators it may be safe on the part of the researcher to say the students still preferred the traditional method or face-to-face approach. This is big challenge on the part of everyone in the educational system.

Relevant to the results was a survey released in March 2021 by the Social Weather Stations (SWS) which asserted that 89 percent of Filipino families with members enrolled for school year 2020-21 consider blended learning to be "more difficult" than the regular face-to-face setup. Some parents have shared that the current system, although schools provide printed materials and online support, tends to require students to study by themselves. Other mothers and fathers end up taking on the role of teacher at home, which is especially difficult for those who are not full-time house parents.

These challenges are not only met by parents and learners alone but are also encountered by educators. Educators have dealt with the difficulties blended learning has given, particularly those related to the country's information communication technology (ICT) infrastructure.

A survey by DepEd showed that 87 percent of teachers who have computers or laptops have no access to the internet, with the remaining 13 percent of its respondents not having computers or laptops at all.

Experts have disclosed their worries regarding the future of Filipino learners given the present educational circumstances. UNICEF's education chief commented that the effects of the pandemic in the education system in the Philippines has gotten "worse" than other countries around the world. Child psychologists have also noted how the absence of physical interactions among students will have a long- term effect on the emotional development of children.

Although DepEd has indicated its desire to develop the implementation of the blended learning system, it has enjoined some schools to slowly reintroduce face-to-face classes. The question, however, looms in the system: "Without the necessary improvements in ICT infrastructure and the capabilities of households to handle it, how effective will blended learning be moving forward?" (Learning in the new normal: A blend difficult to digest?, 2021).

Part 2 of this explanatory research presents the viewpoints of the participants who volunteered to answer some questions about BL.

Student No. 3. BL can provide us access to a lot of sources in our course or if we need materials for our assignment and research work. But, I still prefer the traditional approach with our teachers. I feel I understand more about the lessons. Our teacher could explain things better when we need to be clarified with some important point. Mas madaling maintindihan sa face-to-face ng pagtuturo.Saka iba po if nakikita mo mga kaklase mo.

Student No 10. I like it when the teacher used more strategies in class. During online class, I feel the teacher has limited techniques. Para pong formal masyado pagtututo or parang mahirap syang abutin.

Student No. 30. Mas gusto ko po ang dating pamamaraan ng patuturo kahit po sabihin nilana mas maganda and BL. Sa online class pansin ko po mas maraming distractions. I feel that many of us can't really concentrate. Sa dati, kita agad ng teacher kung sinu-sino nasa loob ng classroom.Madaling gumawa ng paraan mga students na umalis habang oras pa ng pag aaral

Student No. 19. Marami ding buti ang dulot ng BL lalo at mga students sa ngayon ay talagang maalam sa technology pero iba pa din yong dati na nasa classroom kami. Iba pa din yong bonding naming magkakaklase.

Student No 8. Ok po ang BL especially if the teacher is knowledgeable in applying different approaches using BL. At saka sana lahat ng students have internet connectivity. Hindi po kaila sa atin na marami ang di maka-avail ng need na internet. Kahit nasa time tayo ng maraming pagbabago but how about other students na sadyang hikaos. I suggest students should be helped in their studies by providing them the BL designs fitted sa kakayanan na teknolohiyang gamit nila.

Student No. 16.: I like studying online because I can access the materials I need and study it anytime. I can have my own time to work on my lessons.

Teacher No. 4. We can use BL as it is the most applicable in our times. Teachers need to know the proper means by which they would use technology because today's learners are digital natives who prefer to learn using technology. "It is very important for teachers to meet the needs of the present generations to anticipate and meet the needs of the future. Failure to do so is nothing less than educational malpractice".

Teacher No. 19. BL can help teachers to teach English successfully. BL can provide input in the form of reading material, video clips, texts with audio, and provide the opportunity for learners to have more practice and come up with more output.

Teacher No. 7. I believe students will be more motivated to learn when the teachers know how to use variety of BL activities, such as streaming or live chats through Zoom or Google Meet. Teachers need to explore different BL approaches to motivate learners to appreciate the application of BL.

Patanasorni and White (2020) study "Teachers' and Students' Perceptions on Blended Learning in Tertiary English Language Courses:A Match?" lent support to this study. Teacher- respondents believed that students were ready to take responsibility for their learning. However, they claimed that even students, perceived the usefulness of online learning and being able to manage to work both online and face-to -face in classrooms, the students needed clear and detailed guidance from teachers to work successfully in a blended learning environment. It cannot be assumed that students are ready to work autonomously.

IV. CONCLUSIONS

1. The main purpose of this study was to check out teachers' and students' perceptions towards Blended Learning and understand their views on how to achieve successful blended English language courses.
2. The findings represented the participants' perceptions on the use of BL in the teaching of Purposive Communication course in BSIT, at BSU, however the study did not assess the students' learning outcomes. Neither did the study show the experience of the teacher volunteers.
3. Overall, the survey implied that teachers should be mindful on the challenges of using BL and how to overcome them.
4. The students' perceptions clearly indicated that both students and teachers, vehemently needed to be trained about Blended Learning: the types of BL, understand the challenges of using BL and learn to design the BL approach that would fit the course and the students who would be using the strategies.

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