

Investigating Students' Perceptions and Experiences of E-learning in a Blended Learning EFL Classroom

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Abstract: The spread of COVID-19 introduced new challenges and limitations to educators around the globe, which exponentially sped up the adoption of e-learning technologies used in varying forms. This paper will introduce and outline the implementation of the English Central e-learning platform in an EFL blended learning environment at a Japanese university. This research examines students' reported experiences and receptiveness of this specific platform within this learning context.

Keywords: blended learning, e-learning, English Central, EFL

1. Introduction

The worldwide COVID-19 pandemic of 2020 brought about the immediate need of educational environments that incorporated e-learning technologies that allowed for students and teachers to maintain physical distance from one another. In many regions around the world, quarantine and virus prevention regulations forced many classrooms to go entirely online, with the only alternative being an indefinite suspension of education.

However, in Japan, the vast majority of schools at the basic and secondary education levels,

under direction from the national Ministry of Education and local governments, returned to traditional classroom teaching after a few weeks of school closures in the spring of 2020. Part of the decision was based on Japan's difficulty with being able to quickly adapt to an online or e-learning environment ("The Impact of Covid-19", 2020; Yamamoto, 2020). This judgement was made as the disparity in Japanese students' access to the internet or to devices that would allow for e-learning would directly subvert Japan's commitment to standardization in education for all students.

According to officially reported statistics (World Health Organization, 2021), Japan as a whole seems to have been spared from the severity of infection rates and deaths due to COVID-19 in 2020 as compared to many other regions around the world. Nonetheless, schools in Japan have still seen official mandates and self-imposed restrictions aimed to prevent the spread of the virus. The official Japanese health ministry initiated a campaign which prescribed avoidance of the "three Cs": closed spaces with poor ventilation, crowded places, and close-contact settings (Japan Ministry of Health, Labor, and Welfare, 2020), which quickly became standard operating guidelines for many organizations and schools.

At the tertiary education level, concern of subsequent outbreaks after the spring of 2020 along with considerations for international students, led to some more e-learning savvy universities emptying their campuses and going entirely online. However, many schools continued to hold traditional lessons in classrooms while attempting to maintain preventative measures that followed avoiding the "three Cs", along with the wearing of masks, using hand disinfectants, and practicing social distancing.

While some institutes of higher education around the globe were quick to adopt e-learning,

the pandemic also exposed Japan's gap in e-learning as compared to other countries, with Japan ranking lowest among all other OECD member nations for high school graduates experience in using digital devices for education (Japan National Institute for Educational Policy Research, 2019: 1,10). As such, many universities in Japan had little choice but to return to traditional face-to-face classroom lessons early in the 2020 academic year. Interestingly, studies show that the COVID-19 pandemic and Japan's struggle with embracing e-learning has not had any effect on the number of students who are dropping out from university (Shoji, 2020).

As such, the 2020 academic year has proven to be an inaugural challenge for both Japanese university educators and students in contending with *if, to what degree, and how* e-learning should be incorporated into traditional teaching methodologies. One can argue that the adoption of e-learning is an even greater challenge for language classes in particular, as opposed to typical lecture-style university courses, language study requires much more input and interaction on the part of the student. Despite this, some teachers have taken this as an opportunity to introduce e-learning elements along with face-to-face lessons in a blended learning environment. Not only can students receive direct support from the teacher to help ease them into an e-learning platform, but it also provided teachers an alternative means to continue class content solely through e-learning in the event of subsequent COVID-19 outbreak-related class cancellations.

This study will outline the implementation of an English e-learning platform in a blended learning environment at a Japanese university during the year of the COVID-19 pandemic in 2020. *Blending learning* is defined here simply as balancing two main elements of traditional face-to-face classroom learning along with an online learning (e-learning) platform. The blended learning context described in this study includes classroom lessons with the addition of an online e-learning platform

that was utilized for self-study and testing. Additionally, this paper will report on the analysis of students' survey responses regarding their experiences and opinions using the e-learning platform in combination with traditional in-class lessons.

2. Background and methods

This study focuses on a required freshman English language class at a small private Japanese university over the course of an academic year. Normal classroom sessions started in May 2020, delayed one month later than usual due to a national state of emergency in response to COVID-19, with classes concluding as scheduled in January, 2021. A total of 108 non-English major students met in a classroom once a week for ninety minutes, instructed to follow university-mandated virus prevention safety measures. This class aimed to implement a blended learning model, utilizing conventional task-based group work activities during the classroom sessions along with the introduction of an e-learning platform for homework and testing which students were assigned to do on their own.

This class utilized the EnglishCentral.com e-learning platform, which emphasizes English learning through the context of short videos, most of which are existing content available on Youtube.com. English Central maintains that the use of these videos in their platform increases students' motivation, allows for comprehensible input based on students' individual ability levels, and provides a medium of contextual learning. Students had access to English Central's platform by logging into their account on a computer, or by utilizing the official application on their smartphone or tablet computers. All students in this survey were identified as using the application primarily on their own personal smartphone.

Videos in English Central have been analyzed for language and assigned a difficulty level by their development team. Students utilize each video in a three-step process of functions identified as *watch*, *learn*, and *speak*. In the initial *watch* phase, students watch a short video clip, which were typically between 30-120 seconds in length for this specific class. Students have the ability to pause or replay the video, adjust the playback speed, as well as display English subtitles with definitions, pronunciation, and example sentences for each word spoken in the video. Each word encountered can also be added to individualized lists within the platform for later review.

The second *learn* phase replays the same video clip, line by line, this time prompting the student to type in missing words from the displayed video script. The specific line of script and video may be replayed, and only certain letters on the keyboard are made available as to help students with the word choice and spelling input. Students are provided as many chances as necessary to input the correct word, and can have their entries checked at any point. Incorrectly entered words are highlighted and the correct spelling, pronunciation, and usage are provided. There are options to try the same line of script again, or to skip that item. This process repeats until all pre-determined items from the video's script are completed. After all items are complete, the student is provided a score along with a list of the words they identified both correctly and incorrectly. Words can be reviewed once more at this point, and previously incorrectly entered answers can be corrected to improve the student's score.

In the final *speak* phase, students are once again presented lines of script from the selected video. The application automatically plays the spoken line in the video while displaying the line in text as well. Here, students use the microphone on their device to record and upload their own voice

reciting the line presented. English Central's online speech analysis software quickly analyzes the student's speech, and within a second or two, provides a score based on pronunciation and accuracy. Individual words that English Central deemed as problematic for each recording are highlighted, and students can listen to their previous audio recording to compare to the video. Students have the option to slow down the playback speed and re-record their speech for each line to receive a better score.

This *watch, learn, and speak* learning trinity is the core tenet of English Central's e-learning platform. Students have the option to freely choose and practice any video at any level within the 14,000 video catalog. However, teachers also have the ability to create more focused and individualized courses within English Central's class administration tools, with predetermined videos chosen by difficulty level and subject matter. For this particular study, students were assigned five pre-determined videos each week. Each week's video selections were grouped into similarly-themed categories and typically were from English Central's lower difficulty tiers.

In addition to these weekly video assignments, this study also utilized English Central's vocabulary practice and quiz features. Within English Central's *vocabulary builder* feature, students were assigned sets of vocabulary words to practice and be tested on. In particular, this class incorporated the New General Service List (NGSL) of the top 2,800 most frequently used words in English. Students were assigned 40 new vocabulary words in ascending order each week, and tested on those items using the English Central *vocabulary test* function during class time. The English Central *vocabulary builder* and *vocabulary test* features function in a similar way to the *learn* phase of the video practice. Vocabulary items are presented in the context of an existing video clip, and students are able to fill in the missing word using a limited choice of letters on the keyboard. During

the *vocabulary test* sessions, students have a time limit to enter each quiz item correctly.

Apart from the platform's class administration tools that allow teachers to create customized content by prescribing specified videos, vocabulary practice, and tests for their students, English Central also provides detailed live reports on each student's completion progress, scores, and test grades for all assignments. Teachers may also listen to individual spoken sections that students have recorded and uploaded.

The following section will examine students' reported experiences with English Central within the blended learning classroom environment through an analysis of students' survey responses.

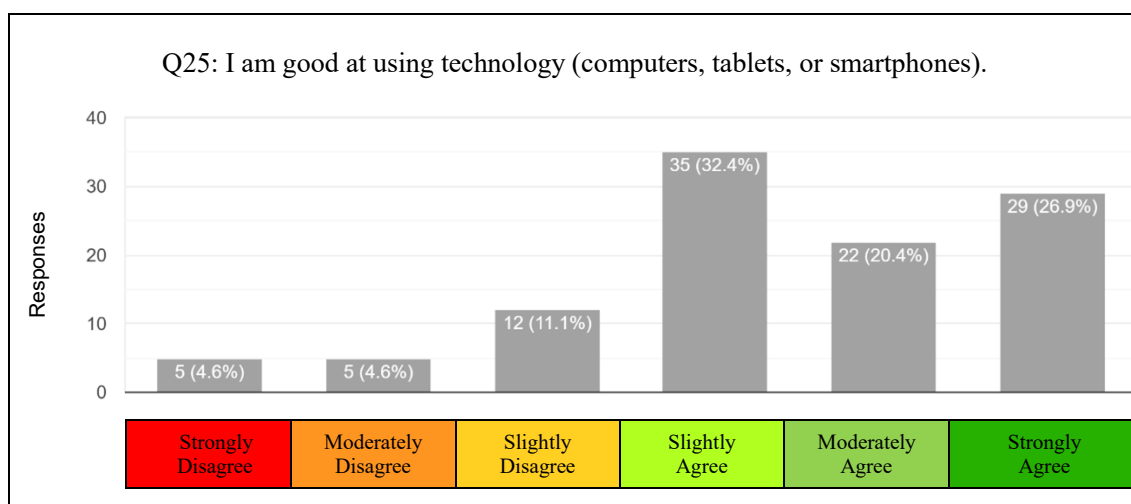
3. Analysis of students' questionnaire responses

With the aim of better understanding the students' experiences with the English Central e-learning platform concurrently alongside a traditional face-to-face classroom environment, a Japanese-language questionnaire was prepared and given to students after a full academic year of this blended learning context. A six-point Likert scale was used for all questions and 108 responses were collected.

With the previously identified consideration that Japan reportedly ranks lowest among OECD for the number of high school graduates who have experience in using digital devices for learning, an initial concern in successfully introducing any e-learning platform was students' confidence in using such technology on their devices. Chart 1 below shows that 79.7% of students feel that they

are confident in varying degrees with operating such devices, although 32.4% of those only slightly agree with this statement. In contrast, a total of 20.3% identified that they are not confident using these devices.

Chart 1



Beyond students' technical abilities, the successful incorporation of English Central's video-centric e-learning platform in particular also partially depends on the degree of enjoyment students find in using applications as well as in watching videos on their devices. From questionnaire results, we can see that students overwhelmingly report to find enjoyment in both activities. Chart 2 below shows that 91.6% of the students report that they enjoy using applications, with 93.5% reporting that they enjoy watching Japanese-language videos on their personal devices in their free time.

Chart 2

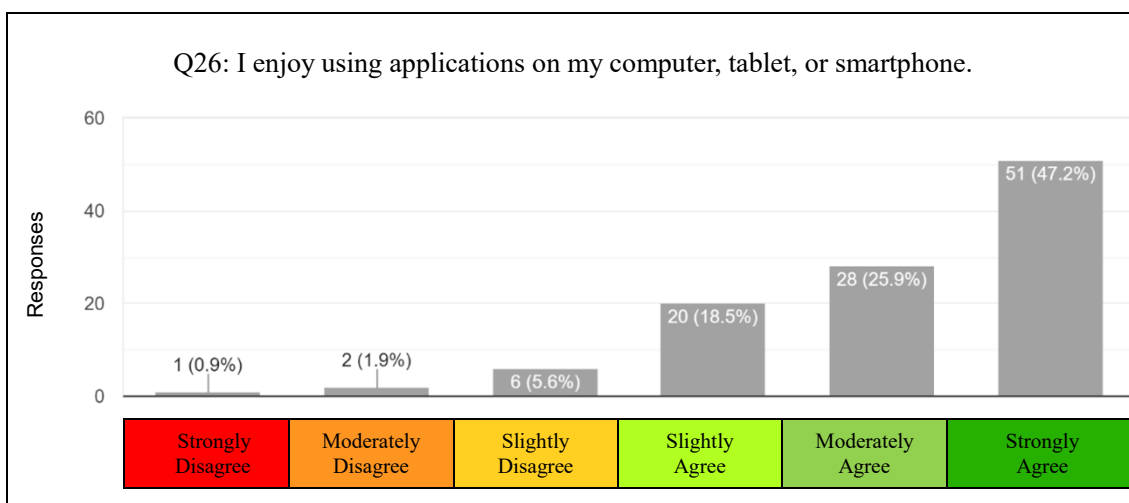
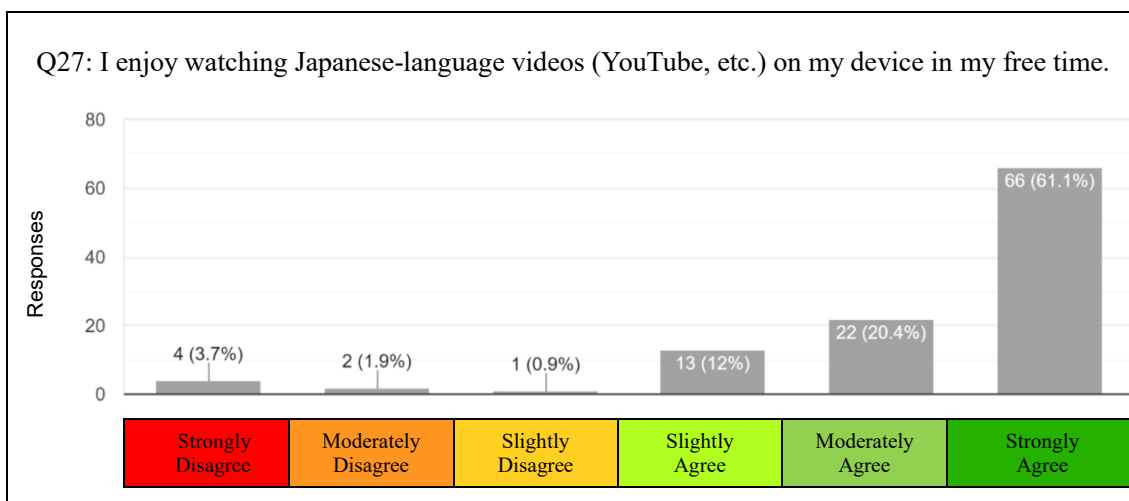
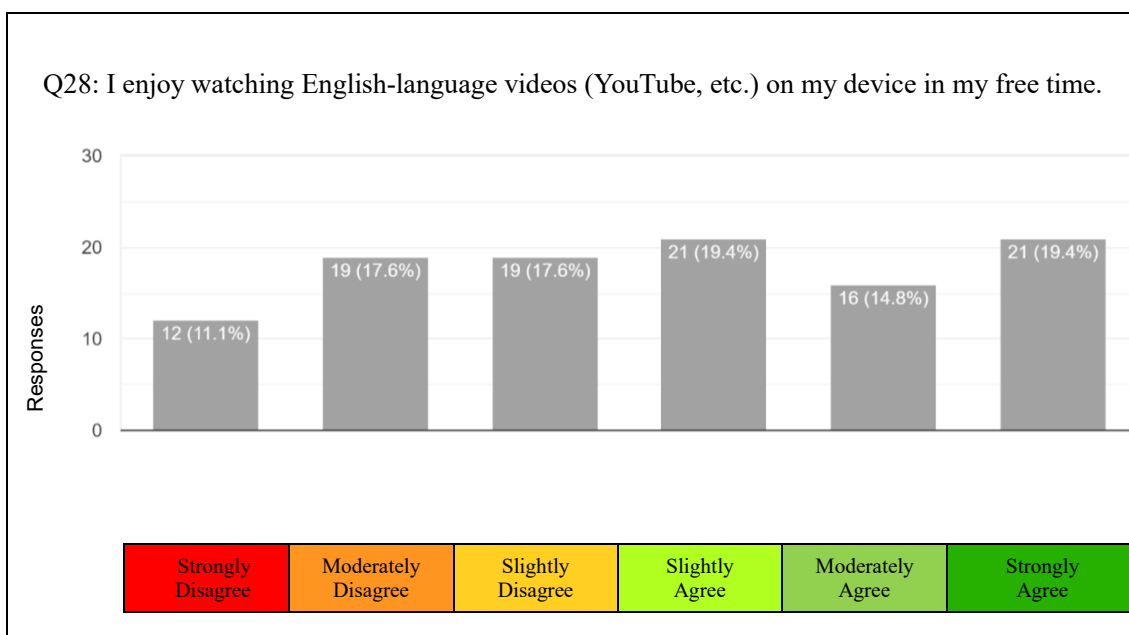


Chart 3



Responses to these two questions alone may be promising to teachers hoping that such preferences could be precursors to students finding some degree of enjoyment and motivation in watching videos while using English Central on their personal devices. However, students reported much lower degrees of enjoyment for watching English-language videos, with 46.3% stating that they do not enjoy doing so, as shown in Chart 4.

Chart 4



This questionnaire also probed into students' English language learning preferences. We must bear in mind that these responses come at the end a year of having used the English Central e-learning platform. We initially find that the majority of students feel that their English abilities are better improved through e-learning as opposed to using a textbook. In Chart 5, we can see that only a total of 11.2% of students disagree that e-learning is effective, while comparatively Chart 6 shows that 39.8% disagree that English textbooks are effective for improving English skills. We also observe a much stronger degree of agreement in support of the efficacy of e-learning (62% moderately or strongly agree), as compared to a weaker degree of agreement supporting the efficacy of using an English textbook (24.1% moderately or strongly agree). Despite the stronger support for e-learning reported here, we also see that a majority (60.2%) simultaneously feel that using English textbooks are also helpful for improving their English.

Chart 5

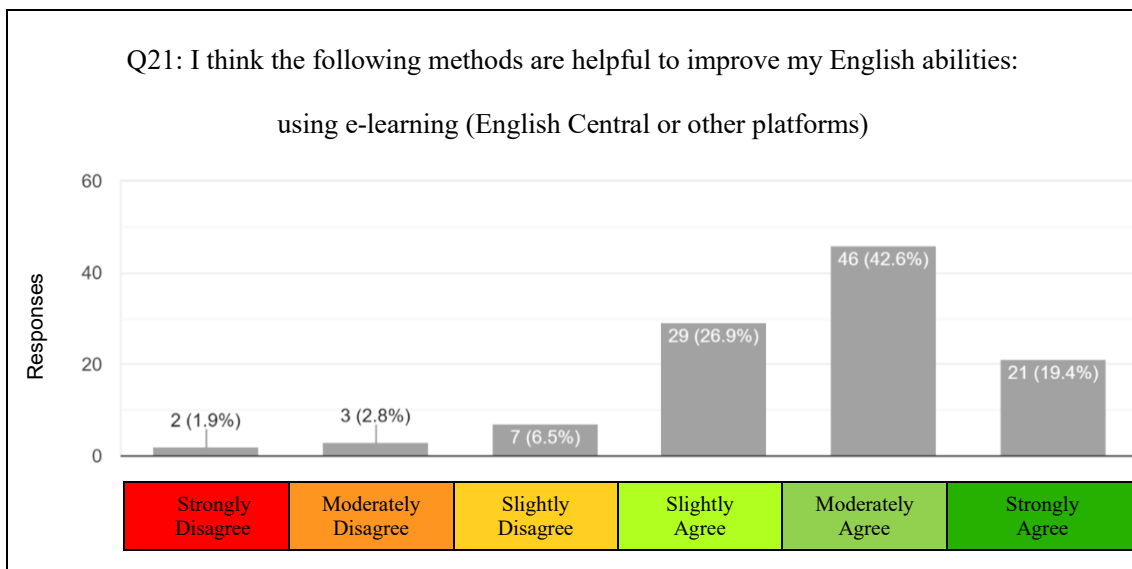
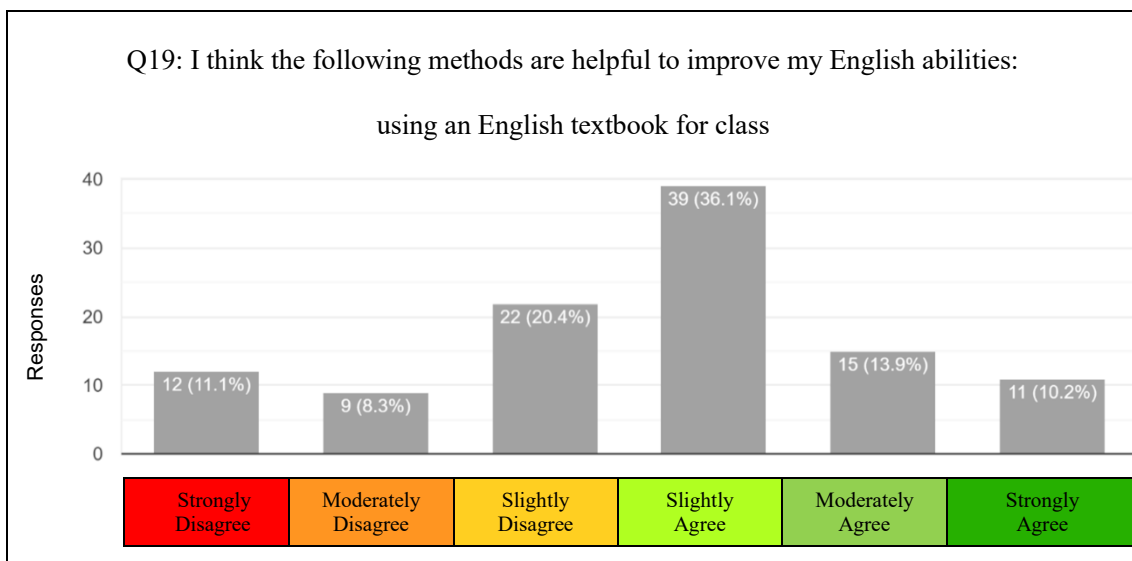
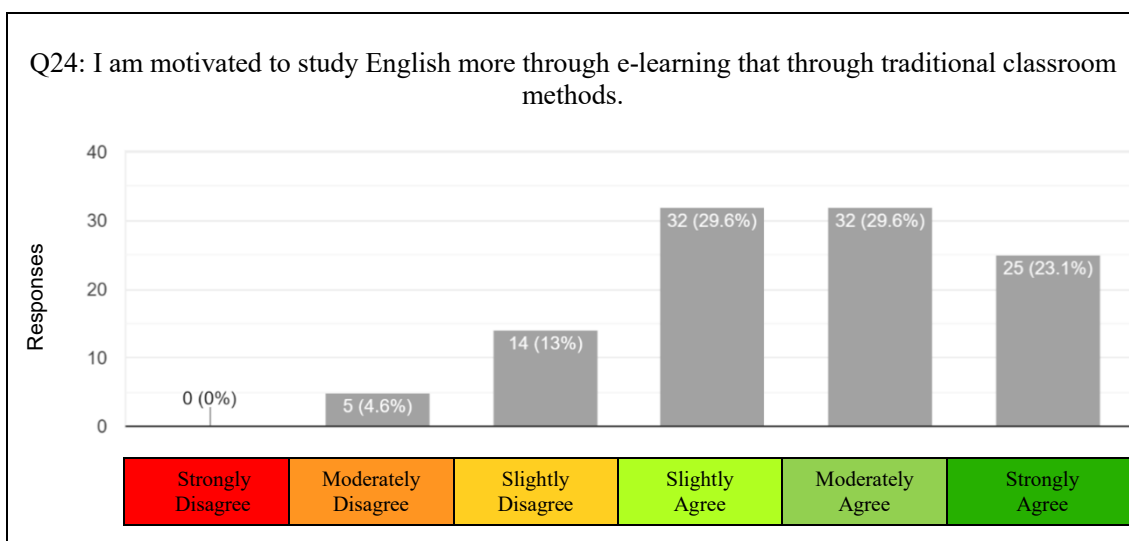


Chart 6



When asked directly if they were better motivated with e-learning as opposed to traditional classroom teaching methods such as using a textbook, workbook, and handing in written assignments, again a majority of students claim to favor e-learning. As we can see in Chart 7 below, a combined 82.3% say they find more motivation to study English through e-learning.

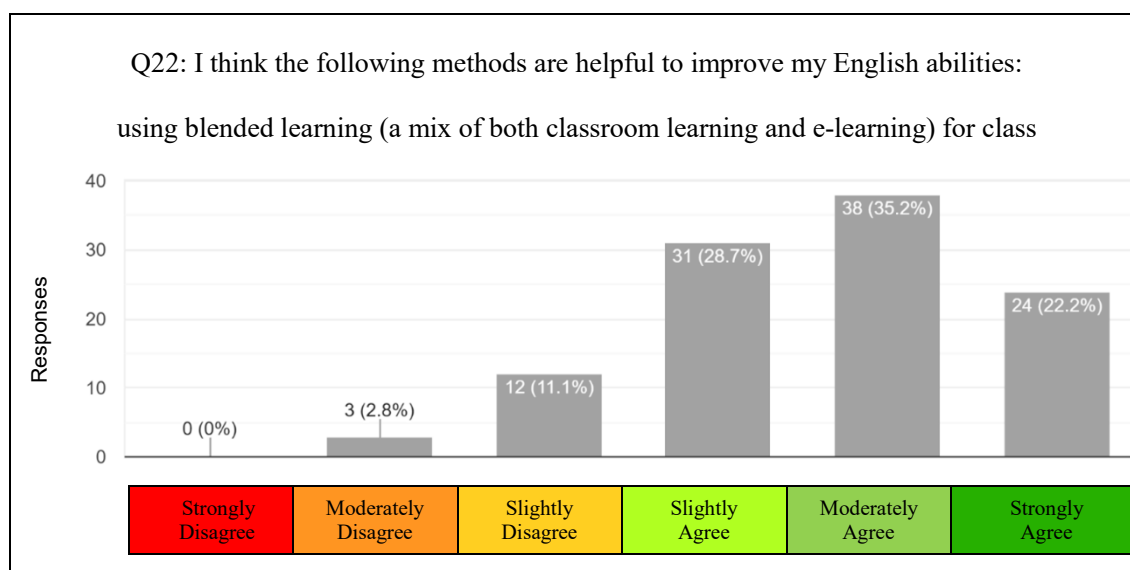
Chart 7



Responses to these previous three questions in particular seem to identify that students' learning experience with English Central over the year has been a generally positive one with a greater perceived level of learning efficacy through e-learning in comparison to the textbook-centric English classrooms that these students would have experienced prior to this class.

One additional questionnaire item shows that a majority of students also feel that a blended learning teaching methodology that incorporates both classroom and e-learning environments is helpful in improving their English abilities. Chart 8 below details that 86.1% of students agree, while only 13.9% disagree that blended learning is advantageous. It is interesting to note that no students strongly disagreed with the efficacy of blended learning.

Chart 8



The overall positive response to this e-learning platform within a blended learning environment is both surprising and encouraging, as this class was most likely the students' very first exposure to learning a foreign language in such an environment given not only the previously digital device learning gap mentioned in comparison to other OECD nations, but also the traditional teacher-centered classrooms of Japanese junior high and high schools (Hirata and Hirata, 2008: 440). In the questionnaire, one student specifically commented:

“English Central (made it) easier to study English than my textbook-based class in high school.”

The questionnaire also identified that students in general feel that their English improves more through group work as opposed to self-study. Responses in Chart 9 show that 91.7% of students feel that working in groups helps to improve their English, with an overwhelming 67.7% stating that they moderately or strongly agree with this statement. In contrast, we see more of an

even balance with students' responses regarding the benefits of self-study, with 54.6% reporting degrees of agreement, and 45.4% in degrees of disagreement on this point, as we can see in Chart 10.

Chart 9

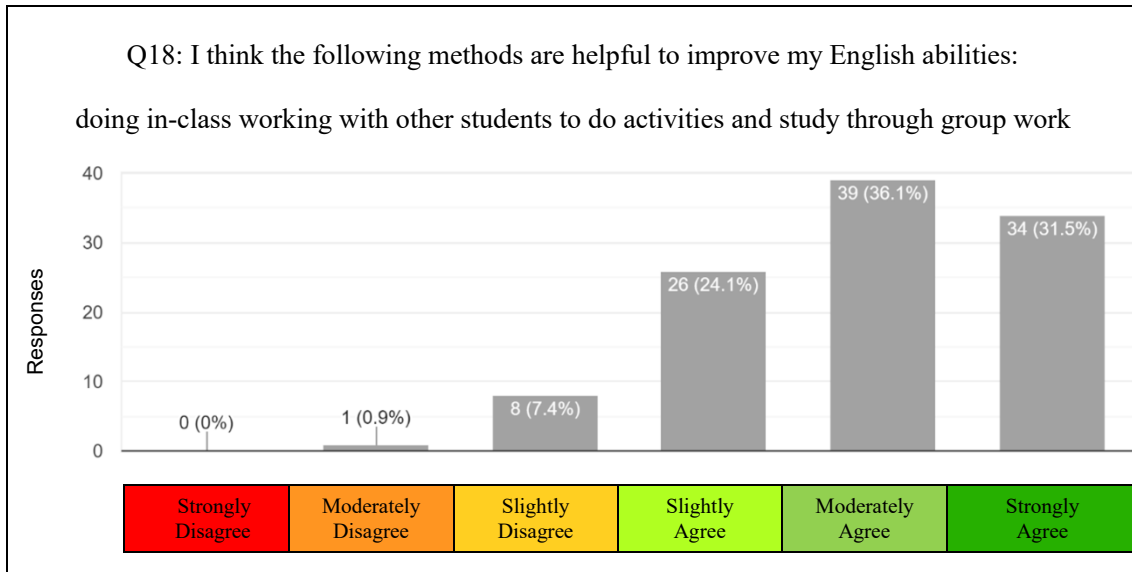
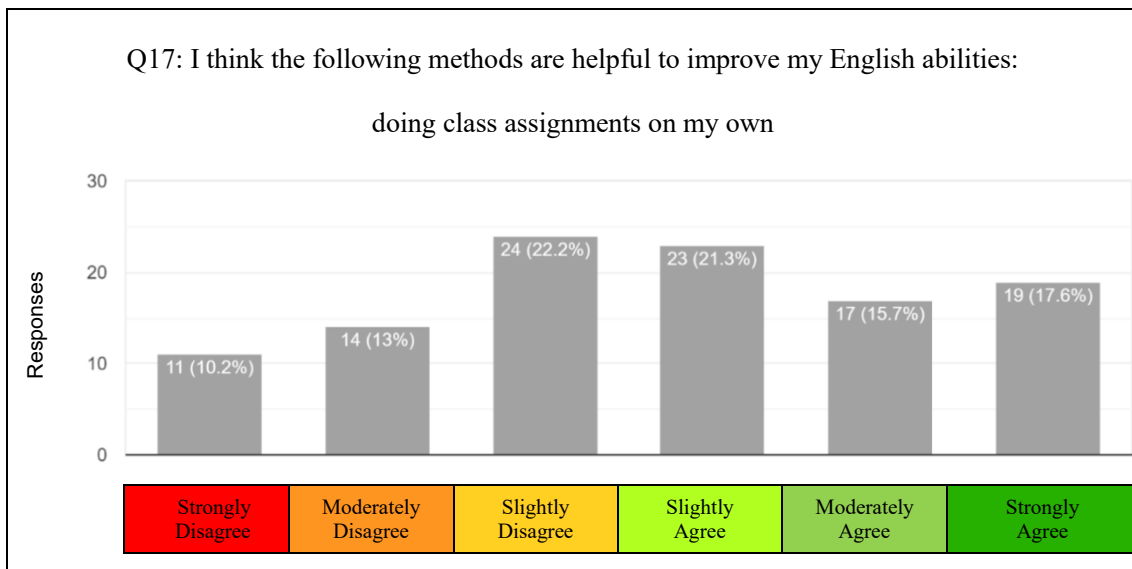


Chart 10



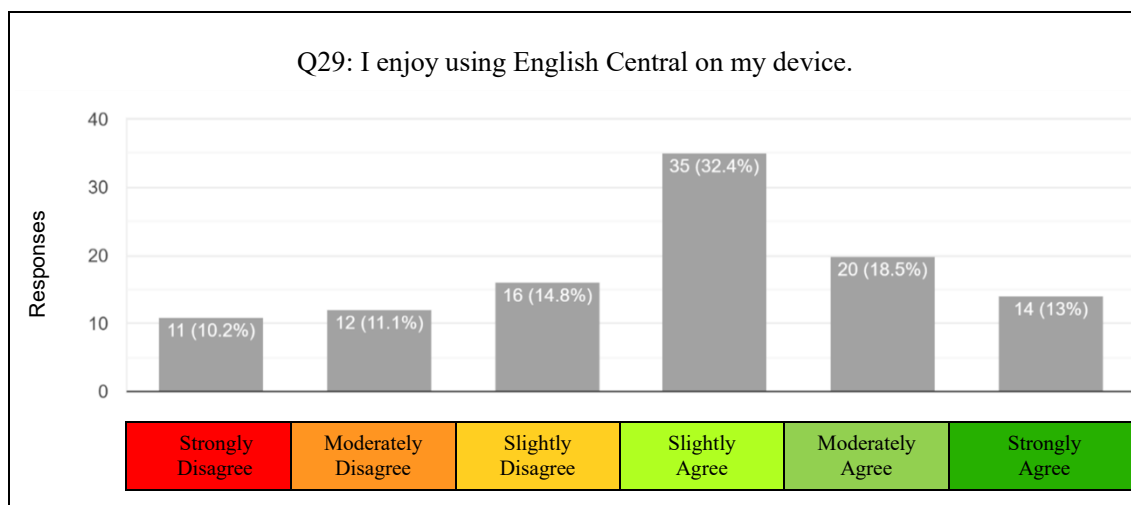
These responses are relevant and interesting because this class exclusively utilized group-

based tasks during classroom sessions while students did all English Central video and vocabulary practice assignments on their own.

Considering the survey responses so far, we see that the vast majority of the class seems to enjoy using their devices for watching videos in Japanese, and also generally agrees that e-learning is more effective than traditional methods for improving their English. The group also generally agrees that they find greater motivation to study English through e-learning, as well as agreeing that a blended learning environment is beneficial to the improvement of their English. We also find that these students prefer group work more than self-study activities. However, as all of the English Central activities in this particular class were assigned to be done as self-study, it will be interesting to contrast these findings with students' enjoyment and their perceived learning efficacy with using English Central as a self-study tool, as reported in the following response analyses.

Students reported that, in general, they enjoyed using the English Central platform on their device. In Chart 11 below, while 63.9% of students say they enjoyed using this e-learning platform on the whole, 32.4% only slightly agreed with this statement. It is also notable that 36.1% reportedly disagreed that they enjoyed using the application, with 10.2% strongly disagreeing with this statement.

Chart 11



It is noteworthy to mention here that some students' reported enjoyment of this particular platform may be negatively affected by technical difficulties that they encountered while using the application. In the free comment section of this questionnaire, 14 students pointed out technical issues that they had using the app, ranging from score and completion rate inaccuracies, to bugs and application malfunctions. Given that students were using the platform for homework and self-study, it was difficult for them to get any assistance with these matters until the next class meeting. The teacher was also unable to provide any direct solution to most technical problems that students encountered, and was limited to reporting the issue to English Central's support. Although this survey did not ask if the dissatisfaction with English Central as reported in Chart 11 above was directly due to such technical issues, that students took the time to comment about these problems does identify them as a concern regarding students' enjoyment of the platform.

Despite issues with the application as identified by some students, there were also free comments submitted by other students on their positive experiences using English Central. In total, 12 students made comments regarding their enjoyment and satisfaction in using the application and

how they thought it was beneficial to their English studies. For example:

“I never before used a (learning) application like English Central. It was helpful in practicing not only listening skills, but speaking and vocabulary building as well.”

The survey also asked students about their enjoyment with the four main components of English Central's learning system which were utilized for their class: watching the videos for listening practice (*watch*), learning vocabulary items within the context of the video (*learn*), speaking practice using lines from the video (*speak*), and the separate vocabulary practice and testing tool (*vocabulary builder*). Chart 12 below shows specific responses for each of these features. We can see that each of the four features has only a slightly higher degree of being reported as enjoyable, with *slightly agree* being the top response for each of the four features. While the *learn* feature seems to have been the most enjoyable feature in general (67.6%), we can see that both the *speak* (58.3%) and *vocabulary builder* (52.8%) features were reported as being the least enjoyable of the four. The average enjoyment of all four features calculated together here is 59.7%, not far from the 63.9% average reported enjoyment using the platform in general as previously shown in Chart 11.

Chart 12

Q30-33: I enjoyed studying using the following features of English Central:						
	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
<i>Watch</i>	16 (14.8%)	9 (8.3%)	18 (16.7%)	31 (28.7%)	20 (18.5%)	14 (13%)
<i>Learn</i>	8 (7.4%)	13 (12%)	14 (13%)	35 (32.4%)	27 (25%)	11 (10.2%)
<i>Speak</i>	9 (8.3%)	16 (14.8%)	20 (18.5%)	30 (27.8%)	21 (19.4%)	12 (11.1%)
<i>Vocabulary Builder</i>	12 (11.1%)	15 (13.9%)	24 (22.2%)	34 (31.5%)	16 (14.8%)	7 (6.5%)

Although this survey did not investigate the specific reasons for students' responses on their degrees of enjoyment for each of the specified features, it is possible that the *vocabulary builder* function ranked lowest among all four features due to its direct link to the vocabulary tests administered in class each week. Although practice of words in the *vocabulary builder* was presented in the context of a line from a video in English Central's library, typically each word used a sample from unrelated videos, most of which were not from the weekly English Central homework assignments. As such, vocabulary items reviewed in the *vocabulary builder* function likely seemed much more arbitrary and more removed from a congruous context compared to the other items that students interacted with in the weekly assignments within the shared-theme videos that were chosen by the teacher for the *watch*, *learn* and *speak* functions.

This survey also asked students to identify to what degree they felt that the English Central e-learning platform was helpful to them for improving specific English skills in vocabulary knowledge, reading skills, writing skills, listening skills, speaking skills, and communication skills. As we can see in Chart 13, students report markedly higher degrees of agreement that English Central has been helpful in developing all identified skills.

Chart 13

Q34-39: I feel that using English Central has helped me to develop the following English language skills:						
	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
Vocabulary Knowledge	3 (2.8%)	5 (4.6%)	17 (15.7%)	29 (26.9%)	21 (19.4%)	33 (30.6%)
Reading Skills	4 (3.7%)	6 (5.6%)	11 (10.2%)	40 (37%)	15 (13.9%)	32 (29.6%)
Writing Skills	5 (4.6%)	11 (10.2%)	18 (16.7%)	35 (32.4%)	16 (14.8%)	23 (21.3%)
Listening Skills	4 (3.7%)	5 (4.6%)	21 (19.4%)	28 (25.9%)	15 (13.9%)	35 (32.4%)
Speaking Skills	4 (3.7%)	6 (5.6%)	17 (15.7%)	28 (25.9%)	19 (17.6%)	34 (31.5%)
Communication Skills	6 (5.6%)	7 (6.5%)	15 (13.9%)	36 (33.3%)	17 (15.7%)	27 (25%)

It is interesting to note that while there is an overall high rate of agreement for reported development of each skill, that there is also a gap in the degree of agreement, with most skills having higher response rates of *strongly agree* and *slightly agree*, with a markedly lower response rate of *moderately agree*. This suggests that of the students who do agree with the statement concerning each skill, that there is a larger division between how strongly they agree. Additionally, it is curious that of all the skills students were questioned about, that developing reading skills had the highest percentage of responses that were in general agreement (80.5%) when compared to the other categories, as reading is not directly one of the skills that English Central claims to improve in its *watch, learn, and speak* learning system. The average perceived learning efficacy reported for all six language skills calculated together here is 74.5%.

With analyses of students' responses to questionnaire items regarding their experiences using

the English Central e-learning platform in this section, this paper has highlighted students' self-reported levels of enjoyment and perceived learning efficacy in certain aspects of this specific platform. It has also identified some aspects of this group's learning preferences, including group work and the blended learning environment that was incorporated.

4. Discussion

The analyses of students' responses in this study indicate, in general, that the majority of students were receptive to the introduction of the English Central e-learning platform, most reported it to be motivating, and it was perceived as being effective in improving their English abilities. Similar studies in blended learning EFL classrooms also report overall student satisfaction (Şahin-Kızıl, 2014; Nguyen, 2016).

One particular correlative study incorporated the Moodle e-learning platform into a blended learning EFL classroom in Turkey (Şahin-Kızıl, 2014). In that study, 83.9% of students found the e-learning platform interesting, higher than the 63.9% in this study (Chart 11). 73.6% of students in the Turkish study reported that the implementation of e-learning increased their motivation to participate, slightly less than the 82.3% average reported rate of increased motivation in this study (Chart 7). Additionally, 82.3% of the Turkish students also reported they learned a lot by using the e-learning platform, slightly higher than the averaged 74.5% in this study (Chart 13).

This study also identified that students reported finding greater motivation to study English through e-learning as compared to more traditional textbook-based classroom methods (82.2%). Despite students' responses only indicating slightly higher levels of enjoyment in using the various

individual features within English Central (59.7%), comparatively a greater percentage reported that they felt that English Central was helpful to them in improving a wide range of their English language skills (74.5%). Perhaps students reported high levels of enjoyment in using applications on their own personal devices (91.6%) as well as watching Japanese-language videos (93.5%) and the high likelihood that this class was students' first experience of using digital devices for learning were all contributing factors to the overall positive reception and motivation in using English Central with this class.

It is also likely that the blended learning classroom environment in which English Central was introduced was also a contributing factor in students' general amiability to the e-learning platform. Huang (2016) identified the relevance and reciprocal relationship of face-to-face classroom instruction and use of an e-learning platform in a blended learning environment as being a key to success. In that study with non-English major university students in China, more than half (58.8%) of students reported preference to the blended learning environment as opposed to a pure classroom (33.4%) or pure e-learning (6.1%) environment. These results indicate that the degree of students' positive reception of an e-learning platform could be dependent on that platform being used in a blended learning background. In a longitudinal study of Japanese University students within two separate e-learning environments, researchers comment that students show no increase in login study time and that they tend to procrastinate to do the online assignments until the day before assignments are due (Wang, Iwata, and Jarrell, 2018), indicating that e-learning alone does not necessarily encourage student's enthusiasm with the platform.

This study also identified that while students overwhelmingly feel that group work and collaboration with other students is helpful in improving their English (91.7%), there is still a

majority (54.4%) that simultaneously show favor in also doing assignments on their own. The blended learning environment in this study implemented in-class sessions of group-based task work along with self-study using the English Central platform. As this allowed for a balance catering to both learning preferences, perhaps this was another factor in students' reported generally positive experiences. Nguyen (2016: 3161) also comments in their study with Vietnamese EFL students that student interaction and collaboration were identified as key factors in students' satisfaction with the blended learning model.

Despite general positive reception of the blended learning environment detailed in this study, we cannot ignore the percentages of students that reported not enjoying the e-learning platform or finding efficacy in its application with improving their language skills. Japanese freshmen have been previously identified as likely having few opportunities to experience learning using digital devices before entering university. Additionally, even though a majority of students agree that e-learning is helpful in improving their English skills (88.9%), survey results here identify that a large percentage of students also feel using an English textbook is helpful. Furthermore, 17.6% of students disagreed that e-learning gives them greater motivation to study English compared to traditional classroom methods. Hirata and Hirata (2008: 448) point out that teachers in Japanese classrooms need to realize that some students prefer a teacher-centered learning style and have trouble adapting to the more independent study styles of e-learning.

As identified in the free comment section of the questionnaire, a number of students found frustration with certain technical failings when doing assignments on the English Central platform. Similarly, Şahin-Kızıl (2014: 184) identified that EFL students at a Turkish University reported that they also found the Moodle e-learning platform to be cumbersome (27.9%) and difficult to use

(25%). Obviously, students who find difficulty in using any given e-learning platform will be less inclined to find enjoyment or merit in its use. The author of this paper himself encountered a number of technical issues with the English Central platform which required contacting their technical support staff. Although the author found the English Central platform to be generally stable and working as-advertised most of the time, still, experiencing such negative technical issues do contribute to a sense of unreliability and concern for both teachers and students. E-learning platform providers would be well advised to ensure the stability and user-friendliness of their systems if they hope for new adoption and continued use by teachers and students.

This study has identified an overall positive student experience with the incorporation of e-learning in a blended learning environment. This experience, along with high reported levels of motivation to study English provided through e-learning could be strong factors in students developing more autonomous EFL learning habits, and will hopefully lead to some students continued independent English studies well after their university English class requirements have been fulfilled. This opinion regarding the positive effects of e-learning developing students' autonomy and learning motivation is shared in a study on Iranian university students who have an EFL learning environment similar to Japanese university students (Honarzad and Rassaei, 2019: 33-34).

5. Conclusion

The effects of the COVID-19 outbreak in 2020 created circumstances that made the immediate adoption of e-learning necessary for many educators worldwide. While some entered this arena with previous experience, many teachers and students were charged with instantly acclimating

to a to new mode of learning. As for the students identified in this particular study, it seems that they were fortunate to be in a situation where face-to-face lessons were still an option, and they could be eased into e-learning within the context of a supportive blended learning environment. Based on students' overall reported positive experiences and learning preferences presented in this paper, as well as reports on similar studies, there would have likely been very different outcomes in a purely e-learning situation. Being able to introduce and familiarize students with the e-learning platform in a blended learning context early on in the academic year also provided flexibility and a reliable online-only backup in the event of any future classroom session cancellations due to COVID-19.

Although the sample size and limited scope of this particular study are too small to be generalized to students in other EFL learning contexts, the study did allow for some insight into the students' experiences. There are many possible directions when considering further study on this topic: further comparisons to similar EFL contexts at other universities, studies involving e-learning platforms that are not as video-centric as English Central, a comparison to a blended learning environment that focused on a more individual-study in the classroom component (as opposed to group-based classwork), and investigating if e-learning experiences as a part of a course of study have any effect on learner autonomy and students' continuing English studies after completing the coursework.

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