

Learner Engagement in Virtual Learning Environments: A Qualitative Case Study among English Teacher Trainees

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ABSTRACT

Purpose: The objective of this research is to examine the learner engagement in virtual learning environments and challenges face by the learners.

Design/methodology/approach: This reach is a qualitative case study adopts semi-structured personal interviews and focus group discussions (FGDs). 20 personal interviews and 8 focus group discussions were conducted among Diploma in TESL English teacher trainees in two private colleges.

Findings: This research found that though students prefer virtual learning, most of the students skip online classes than physical lectures. However, they find virtual learning is tedious and not motivating and they feel that face-to-face physical classroom is much more effective than virtual since physical classes improve very positive teacher- students' rapport. This research also found that the students prefer blended mode due to many

Practical implications: Most of the research conducted so far has focused on emergency remote teaching and online learning during the pandemic and post-pandemic. Insignificant research has been done on exploring learner engagement in virtual teaching and learning environment. This research finding may be an eye opener for the institutes and teachers to think more about Lerner engagement in virtual teaching and learning.

Originality value: This research is a one of the cutting edge research which highlights the new perspectives on virtual learning context.

Keywords: *Covid-19, Virtual learning, Post-pandemic, Learner engagement.*