PERCEPTIONS OF INDONESIAN COLLEGE STUDENTS ABOUT OFFLINE AND ONLINE TOEFL ITP PREPARATION CLASS

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Abstract

Due to college students' mobility nowadays (e.g. joining *Merdeka Belajar Kampus Merdeka* program) that allows students to be off campus for a time, some learning processes have to be conducted online. The objective of this study was to investigate how students at an Indonesian college perceived the conduct of online and offline TOEFL ITP preparation classes. Participants in this study were 47 students at an Indonesian private college who completed the TOEFL ITP preparation course. Data collection and data analysis were designed with a mixed-method approach. An online questionnaire with closed and open-ended questions was administered for data collection. The framework used in this study was the Community of Inquiry (CoI). The data obtained was analyzed by practicing qualitative and quantitative approaches as well to gain the participants' deeper insights into the issue. The participants believed that social, cognitive, and teaching presence could be established in both face-to-face and online learning settings despite their higher preference for offline classes, especially in social presence. Furthermore, it was known that the participants' preference for teaching methods was in line with the methodology that their instructors carried out. The matter was in the different instructions that they had during online and offline sessions. Implications for teachers are to make sure the learning process can be conducted by establishing a social presence, cognitive presence, and teaching presence.

Keywords: *Community of Inquiry, mixed-method, online learning, TOEFL ITP*

Introduction

Test of English as a Foreign Language (TOEFL) is one English language test whose purpose is to assess its test takers' level of proficiency in communicating using the language. TOEFL ITP (Institutional Testing Program) measures a test taker's comprehension in listening, structure and written expression, and reading. As a high-stakes exam, TOEFL ITP has

gained its recognition in approximately 135 countries worldwide as one certification to prove ones' English language communicative competence when they plan to migrate abroad, be it for academic or other purposes (Hoang & Hamid, 2017). In Indonesia, TOEFL ITP is still recognised as one of requirements for many purposes such as for scholarship requirement, campus admission, job application, and others. Moreover, TOEFL ITP is considered as a high-stake exam due to its importance and relatively high fee. Therefore, test takers need to pass their targeted score.

Regarding the previous explanation, in the present research context, an Indonesian private college requires its students to sit in a mandatory TOEFL ITP before graduation. Each faculty has a certain targeted score to pass. Briefly, all students must take a TOEFL preparation class as a part of their subject courses in a particular semester, depending on the major curriculum. The test score is useful to inform students' level of proficiency in English and also for the sake of employability after graduation. Initially, the TOEFL preparation class was conducted face-to-face in campus, in a traditional class setting where students and their lecturers could meet in person. However, with nowadays students' mobility that allows them to study off campus, i.e. by participating in *Merdeka Belajar Kampus Merdeka* (MBKM) program, some of the TOEFL preparation classes have to be conducted online.

In a traditional class setting, students have access to reach their lecturers in person when having difficulties in learning or just confirming their understanding. As a response, the lecturers are also able to provide prompt support by being present around the students. Meanwhile, in an online class setting, the learning environment is different. Most of the learning materials are delivered to students in the form of an audio presentation and communication is managed via a WhatsApp group and forums in the campus Learning Management System (LMS). This approach may affect the learning process in terms of learning input and support for the students.

As it is named, the TOEFL ITP preparation class is aimed at preparing students before sitting for the TOEFL ITP test. Some previous research discusses some methods of conducting the class, for example, Pham and

Nguyen (2017). They discussed giving university students in Vietnam exposure to self-practice listening and extra vocabulary training for a TOEFL ITP preparation course. Akmal et al. (2020) mentioned that the common TOEFL class preparation was designed for high school students, where they were exposed to practices for listening, structure, and written expression as well as reading comprehension. However, they found out that teachers faced some challenges such as students' fatigue and passive attitude, the size of the class, and time limitations. Halim and Ardiningtyas (2018) on the other hand, focused on the challenges faced by students in answering TOEFL questions. Their research indicated that low level of language proficiency skills, lack of practice, low motivation, and other differences among students are some difficulties of the test takers. More specifically, Masfufah (2018) studied how Indonesian university students perceived the TOEFL program. Motivation to improve their English ability is one of the reasons for the students taking the class.

Interestingly, the above-mentioned research was mainly designed in the offline class in which students meet their instructors quite frequently to help them with their class practice. Some research focuses only on the online class. As for the CoI, several publications using the framework in the Indonesian context are accessible (Rasikawati et al., 2024; Yudhiantara, 2024). However, the mentioned works did not discuss teaching English for exam purposes such as TOEFL ITP. Therefore, this research aims at discussing further the TOEFL ITP preparation class particularly on online and offline teaching by first investigating the students' perception of the class conduct using the CoI framework. Finally, the research will come up with several teaching strategies that may be useful for blended teaching in the TOEFL ITP preparation class. In response to the situation, this study aims to investigate the students' perceptions about the conduct of the TOEFL preparation class in both online and offline settings and about the teaching methods in the course. In addition, the researchers also would like to see if the results of the study may show an indication of the possibility of blended learning in the institution. This study was driven by two research questions:

(1) what are the students' perceptions about learning TOEFL ITP in online and offline settings, and (2) what are the students' perceptions about the teaching methods in TOEFL ITP preparation classes in online and offline settings. The significance of this study informed the perceptions of the participants about the TOEFL ITP preparation class in both settings. Furthermore, this study results provided TOEFL ITP instructors in relevant contexts with insights about practices and potential learning and teaching strategies which may lead to a better practice in teaching and learning English for TOEFL ITP preparation.

Offline and Online Classes

In an offline class, students and their instructors are present in the same class setting. This nature allows both parties to have an encounter which grants them the opportunities for an interaction to have direct meaning negotiation. Meaning negotiation is an important aspect for those who are learning a second or a foreign language (Bitchener, 2004). In other words, meaning negotiation facilitates a language learner for better language acquisition.

In addition, online learning is not a new practice in the field of teaching and learning. Online learning is a method of learning by which students do not have to sit in a real class setting with learning materials and assessments delivered online utilizing learning platforms (Harmer, 2015). With the advancement of current technology, there are many learning and live conference platforms available to facilitate online learning, such as Canva, Zoom, CloudX, etc. As long as students and teachers have access to stable internet connection and adequate devices, online learning is feasible to run. Nonetheless, it can be challenging to ensure that interactions and collaboration are maintained in an online learning setting (Cezz-Kecmanovic & Webb, 2000).

Community of Inquiry (CoI)

Community of Inquiry (CoI) is a framework that proposes the importance of interactions in learning process, be it interactions between

learners with learning materials, learners with their peers, and learners with their teachers to achieve their learning outcomes (Garrison & Anderson, 2003). Next, they admitted that through interactions, learning participants have the opportunities to construct meaning and confirm knowledge. Moreover, from the interaction occurring in the teaching and learning process, the presence of a community of inquiry is emphasized in the higher education context since such an environment is an essential educational experience for the learning participants. CoI as a framework has been used in a number of early studies whose focus was on distance learning (Akyol & Garrison, 2011; Lambert & Fisher, 2013; Sanders & Lokey-Vega,2020). Akyol and Garrison (2011) argue that this framework is significant since it informs guidance to understand online and blended instructions. They found that collaboration in the learning environment was promoted by the interplay of the three presences which finally encouraged learners' high-order thinking skills.

Furthermore, Sanders and Lokey-Vega (2020) investigated the application of CoI in a high school online learning context. Utilizing a descriptive case study method, they studied teachers' perceptions of the practicality of the CoI in the online learning environment. It was found that teachers who were the participants perceived that CoI was applicable in their online learning settings. Moreover, they were able to conduct their classes by applying the three presences. There was, however, an addition to the CoI given the context, which was collegial presence (Sanders & Lokey-Vega, 2020). For K-12 learners, collegial presence refers to students' parents or guardians and teachers' co-workers. This also suggests that the CoI may be applied in different contexts. To achieve a CoI, there are three key aspects to be present, namely social presence, cognitive presence, and teaching presence. These three presences are important to encourage interactions in a CoI.

Social presence is defined as "the ability of participants in a community of inquiry to project themselves socially and emotionally, as 'real' people, through the medium of communication being used" (Garrison, Anderson, & Archer, 2000, p.94). Garrison and Anderson (2003) categorized

social presence into three types, namely affective, open communication, and cohesion. All these categories may lead to established relationship and sense of belonging among participants which may result in collaborations.

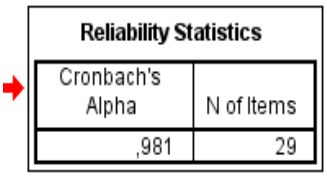
Cognitive presence is involvement in an environment in which "sustained critical discourse and higher order knowledge acquisition and application" are encouraged to achieve cognitive process and outcomes (Garrison & Anderson, 2003, p.55). As cognitive outcomes are the main goal of the learning experience, cognitive presence is highly significant. There are four phases of cognitive presence as mentioned by Garrison and Anderson (2003), namely triggering events, exploration, integration, and resolution. The phases are indicated by processes or activities by which learning participants have the chance to problem recognition, information exchange, brainstorming and suggesting, synthesizing, providing solutions, applications, etc. Garrison and Anderson (2003, p.66) define teaching presence as "what the teacher does to create a community of inquiry that includes both cognitive and social presence." They further elaborated on the roles of a teacher in establishing a teaching presence, such as designing and organizing instructions, facilitating discourse, and providing direct instructions. This teaching presence emphasizes the role of a teacher to make sure that social and cognitive presence is well established in a community of inquiry to achieve the learning outcomes expected in the community.

The interplay of the three presences allows learners to experience meaningful learning experiences due to the availability of access to both provided learning materials and a learning community in which they can develop their cognition individually or collaboratively (Akyol & Garrison, 2011). They further argued that the process of meaningful learning is correlated with learning outcomes. This is to say that it is significant to ensure the presences are addressed in the learning process. Therefore, this study aimed at investigating students' perceptions about the three presences in different learning settings, both online and offline TOEFL preparation classes.

Methods

A mixed-method approach was applied in this study. Data collection and data analysis were done quantitatively and qualitatively. Participants of this study were 47 students at an Indonesian private college who completed the TOEFL ITP preparation course and experienced both online and offline classes. The instrument used in this study for data collection was an online questionnaire (a Google form). Administering an online questionnaire has enabled the researchers to attain quick responses and time efficiency in data analysis (Davis & Hughes, 2014). The online questionnaire contained both closed and open-ended questions. While the former is easy to complete, the latter allows the respondents to provide answers on their terms, hence, providing richer insights (Bryman, 2016).

The instrument was designed by adopting Garrison and Anderson's (2003) framework about cognitive, social, and teaching presence in online learning. There were 40 questions altogether including participants' demography, their preference for cognitive, social, and teaching presence both in online and offline classes, and about their preferred teaching methods. The responses to the closed-ended questions were designed on a Likert Scale with "strongly agree", "agree", "disagree", and "strongly disagree" to avoid neutral responses. To ensure that the questions given to the participants were reliable, reliability test was done. Figure 1 indicates the result of the test. It shows that the reliability of the 29 closed-ended questions was shown by the value of Cronbach's Alpha as 0.981 that indicated high reliability.



Reliability Statistics

Cronbach's Alpha	N of Items
,981	29

Figure 1. Result of the reliability test

With the mixed-method approach, the quantitative data was analyzed descriptively by displaying the percentages of the participants' responses, while the qualitative data was coded under the theme identified.

Findings and Discussions

Participants' perceptions about learning TOEFL ITP in online and offline settings

To answer the first question, the responses to the TOEFL preparations in both online and offline settings were analyzed by using the framework offered by Garrison and Anderson's presence of social, cognitive, and teaching presence.

In the first part, the participants were asked about their social presence in both settings. The questions asked whether they experienced social presence in the offline class, but not in the online class, such as if they felt more comfortable expressing their emotions and learned from their lecturers' and peers' feedback in offline class, but not in an online class, and the other statements which reflect the social presence (as presented in Table 1). From Table 1, it can be seen that most of the respondents experienced better social presence in the offline setting compared to the online setting. For example, more participants felt comfortable expressing their emotions and communicating in the offline class, but not in the online class (more than 66% and 55.5% respectively). More students (more than 51%) also found that learning in the offline class provided them better access to help and feedback from their peers and teachers than in the online session. The participants' responses to the other statements in this category also show similarities which led to the identical pattern. Nonetheless, the number of students who found that they could still experience social presence in the online learning setting should not be ignored. They still felt comfortable expressing their opinion online (47.5%), providing feedback for their peers (42.5%), asking questions (40.5%), participating in online discussion (42.5%), addressing their classmates by their names (49%), and feeling the sense of belonging in their class (40.5%).

Table 1. **Social Presence**

Statement	Strongly agree	Agree	Disagree	Strongly disagree
I feel comfortable to express my emotions in the offline class, but not in the online class.	25.5%	66%	8.5%	0%
I feel comfortable to communicate in the offline class, but not in the online class.	25.5%	57.5%	15%	2%
I learn best with the help of my classmates' and teachers' feedback or comments in the offline class but not in the online class.	28%	51%	19%	2%
I feel more comfortable to express my opinion and share my feedback about a learning topic when in the offline class, but not in the online class.	2%	40.5%	40.5%	7%
I express my opinion about other's opinion in the offline class, but not in the online class.	15%	42.5%	38.5%	4%
I ask questions in the offline class, but not in the online class.	10.5%	49%	30%	10.5%
I participate in class discussion in the offline class, but not in the online class.	13%	44.5%	40.5%	2%
I address my classmates by their names when commenting or giving feedback to them in the offline class, but not in the online class.	10.5%	40.5%	42.5%	6.5%
I feel the sense of belonging in my class/group in the offline class, but not in the online class.	17%	42.5%	34%	6.5%

Table 2. Cognitive Presence

Statement	Strongly agree	Agree	Disagree	Strongly disagree
My teacher helps us recognise problems in TOEFL exercises in the offline class, but not in the online class.	25.5%	66%	8.5%	0%
My teacher asks questions to pick our curiosity in learning TOEFL in the offline class, but not in the online class.	25.5%	57.5%	15%	2%
My teacher acknowledges students' different perspectives in learning in the offline class, but not in the online class.	28%	51%	19%	2%
My teacher provides opportunities for students to have brainstorming and exchanging information about materials in TOEFL in the offline class, but not in the online class.	15%	40.5%	40.5%	4%
My teacher provides explicit rationales, justifications, and solutions when students have conflicts related to agreement on a topic when in the offline class, but not in the online class.	17%	30%	38%	15%
My teacher allows students to apply, defend, and test our different perspectives in solving TOEFL-related problems in the	15%	30%	45%	10%

Statement	Strongly agree	Agree	Disagree	Strongly disagree
offline class, but not in the online class.				
My teacher allows students to critique other students with different perspective in solving TOEFL-related problems in the offline class, but not in the online class.	15%	34%	47%	4%

In the second part, the participants were asked about how they perceived cognitive presence in both offline and online settings (shown in Table 2). For several statements, more participants agreed that cognitive presence was more likely to be present in offline setting. For example, more than 66% of the participants agreed that problems in learning TOEFL ITP were identified with the help of teachers in the offline class, but not in the online class. More than half of them also agreed that their teachers asked questions to pick their curiosity in the offline setting, but not in online class.

However, when asked about whether they were provided chances to have brainstorming and information exchange, the participants showed quite balance responses. Approximately 55.5% participants, with 15% of them strongly agreed, felt that their teacher provided opportunities for students to have brainstorming and exchanging information about materials in TOEFL in the offline class, but not in the online class. In contrast to the previous responses, 40.5% of the participants disagreed with the statement, and 4% of them strongly disagreed.

Additionally, in several areas, most of the participants did not agree that cognitive presence could be realized in the offline class, but they believed it could in the online class (53%). They felt that explicit rationales, justifications, and solutions were still provided by the teacher. Their teachers also allowed them to apply, defend, and test their different perspectives in

problem solving (55%). In addition, critique delivery was still possible as well in both settings (51%). This result was correlated to the participants' perceptions about teaching presence in both settings which are available in Table 3.

Table 3. Teaching Presence

Statement	Strongly agree	Agree	Disagree	Strongly disagree
My teacher informs us what topic to learn and the benefits of learning the topic in the offline class, but not in the online class.	25.5%	66%	8.5%	0%
My teacher gives us clear instructions on how to do technical aspects and how to run our TOEFL session in the offline class, but not in the online class.	25.5%	57.5%	15%	2%
My teacher establishes time parameters for our assignments and be consistent with the agreed deadline in the offline class, but not in the online class.	28%	51%	19%	2&
My teacher establishes rules to communicate in the offline class, but not in the online class.	15%	40.5%	40.5%	4%
My teacher facilitates a discussion if there is an agreement or disagreement between students in the offline class, but not in the online class.	13%	30%	47%	10%
My teacher provides options for solutions in problems arise during our discussion in the	13%	32%	42%	13%

Statement	Strongly agree	Agree	Disagree	Strongly disagree
offline class, but not in the online class.				
My teacher encourages students to contribute and acknowledge the contribution in the offline class, but not in the online class.	13%	27.5%	38.25%	21.25%
My teacher leads us to have a focused discussion on a topic in learning TOEFL in the offline class, but not in the online class.	13%	30%	47%	10%
My teacher summarizes and concludes discussions students have in a session in a TOEFL face to face session, in the offline class, but not in the online class.	10%	36%	41%	13%
My teacher gives confirmation and feedback of students' assessment in the offline class, but not in the online class.	13%	30%	47%	10%
My teacher shares knowledge from different sources and tells students where and how to find learning resources in the offline class, but not in the online class.	10%	36%	41%	13%
My teacher informs us when students make mistakes or misconceptions about a topic in the offline class, but not in the online class.	13%	25.5%	47%	14.5%

In the third part, the participants were asked about their perceptions of teachers' presence in their class. In four of the statements in the

questionnaire, most participants agreed that teachers' presence was experienced better in the offline setting, such as in regard to the information about the topic and benefits of learning them, clear instructions and technical aspects of learning, time parameters for assignments, and rules of communication in the class. Meanwhile, for the rest of the statements, which were about teachers providing discussion on students' agreement or disagreement, solutions for problems arising in the class, teachers' encouragement for students' participation, etc., more students felt that teachers' presence could be experienced in the online setting as well. For example, 47% of the participants disagreed and 10% strongly disagreed with the statement "my teacher leads us to have a focused discussion on a topic in learning TOEFL in the offline class, but not in the online class".

Social presence, cognitive presence, and teaching presence are argued to be significant in learning process and they are closely related to each other (Garrison et al., 2000; Nasrullah, 2024; Zhang, 2022). Furthermore, when the participants were asked about social presence in both settings, most of them perceived that their experience of social presence was better in the offline setting compared to the in the online one. This finding was similar to the study conducted by Lambert and Fisher (2013), that showed learners' tendency to prefer social presence, as they did not feel comfortable to express themselves emotionally online. In this study, a quite similar finding was that the participants did not feel as comfortable communicating and expressing their emotions in the online learning setting as in the offline session. It could be due to several reasons, such as personality differences (Lambert & Fisher, 2013; Nasrullah et al., 2024) and technical issues that the participants might experience, such as unstable internet connection or inadequate device to join the session, and the environment where they were in.

Another thing to note about the participants' perceptions of low social presence in online learning setting might be related to the teaching presence. From Table 3, it can be seen that 40% of the participants agreed and 15% strongly agreed that their teachers established rules to communicate in the

offline class, but not in the online class. To this note, it is essential for teachers to set clear instructions in terms of class communication to help promote it.

Cognitive presence is known to consist of four phases: triggering event, exploration, integration, and resolution (Garrison & Anderson, 2003). From Table 2, while some reflections of those phases were perceived low in online setting, they were still present. In the triggering event phase, the participants perceived that the cognitive presence was higher in the offline setting. Most of them perceived that their teachers helped them recognize problems and asked questions to spark their curiosity more effectively in the offline setting than in online setting. The same occurred in the exploration phase, especially when their teachers acknowledged students' perspectives in class. This finding might be correlated to how students perceived the social presence. For example, most of them did not ask questions in online class. Low engagement – such as asking fewer questions in class during teaching and learning process – could lead to low cognitive presence (Zhang et al., 2024).

On the other hand, higher levels of cognitive presence, in this case, integration and resolution were perceived to be present in online class by most of the participants. These phases can be applied by providing explicit rationales, justifications, and solutions to problems arising in learning, and making opportunities for expressing students' different opinions or criticisms and defending them available. This finding could be the reflection of the interrelation between cognitive and teaching presence. Referring to Table 3, teaching presence was high in both settings. Teachers were perceived to be present in various ways, such as in providing solutions to problems, confirming feedback, encouraging and concluding discussions, etc.

It has been argued that teaching presence plays a significant role in promoting cognitive presence (Akyol & Garrison, 2011). In this study, the participants expressed their opinion about teaching presence in both offline and online classes. As mentioned by Anderson and Garrison (2003), teachers can establish teaching presence by planning and implementing appropriate course design and organization, becoming discourse facilitators and

providing direct instructions. Moreover, in this study, the TOEFL ITP preparation class lecturers demonstrated teaching presence by informing the participants about the course information and expected objectives, facilitating discussions, confirming meaning and feedback, sharing knowledge from various relevant sources, and providing options for solutions when disagreement arose. Additionally, the instructors also encouraged students to participate in discussions and provided explicit and consistent parameters, as well as technical instructions for running the TOEFL preparation classes, including guidelines for assignment submissions. It is evident that the teaching presence is aimed at encouraging cognitive and social presence which may lead to high-order thinking and collaboration. Overall, while over half of the participants perceived that they experienced better social presence in offline classes, cognitive and teaching presence were addressed in both offline and online TOEFL ITP preparation classes.

Participants' perceptions about the teaching methods in TOEFL ITP preparation classes in online and offline settings

In order to answer the second question, the researchers asked some open-ended questions. The questionnaire provided the researchers with information about the methodology used in the participants' classes in both online and offline settings. In their offline sessions, lecturers delivered the learning materials through presentation slides, provided additional explanations on a whiteboard, and led intensive discussions. In online classes, the lecturers used a similar approach, consisting of a full lecture followed by a discussion. The main difference lies in the media used to deliver the session. In an offline setting, learning materials were delivered through audio slides. Particularly, the lecturer's voice was recorded onto the presentation slides when explaining the material. Then, the audio slides were shared with the students via the campus Learning Management System (LMS) or Google Drive. For discussion, the lecturers utilized video conferencing platforms and social media, such as Zoom Meeting, Google Meet, WhatsApp group feature, etc.

When asked about their preference for teaching methods, respondents, 83%, stated that they learned better when the class was delivered by combining lecture, practice, and intensive discussion sessions. Others said that they preferred either a full lecture (6%) or a full lecture and practice but without further discussion (6%). The remaining (4%) thought they learned better by practicing only without being given any explanation.

Table 4. **Preferred Teaching Methods**

Preferred teaching methods	Percentage
Full lecture	6%
Intensive practice and discussion	6%
Combination of full lecture and intensive practice and discussion	83%
Others	5%

The responses suggest the importance of how learning materials are delivered by a lecturer to provide the required understanding of the topic being learned. Meanwhile, practice and further discussion help learners confirm and assess their understanding. The same applies to the lecturers, as they also need to assess whether their students learn or not. Correlating the responses to the teaching methods performed by the lecturer, as previously mentioned, it can be said that the lecturers' methodology met the students' preference.

For future online learning setting, the respondents recommended several methodologies. The first recommendation concerns the delivery of learning materials. They suggested their lecturers provide the explanation of learning materials in video format, which can be accessed anytime via a mainstream platform, such as YouTube. To ensure the students access and learn the material, and to test their understanding, the respondents suggested giving a quiz in every meeting. The second recommendation is to allocate more time for intensive practice and discussion. Since TOEFL is a high-stake exam, the respondents believed that more time should be allocated for

practicing answering questions, identifying problems and discussing solutions to improve their understanding of the lesson. The third recommendation is implementing interactive learning. Interactive learning has been argued to enhance learners' motivation and engagement in learning, leading to improved learning outcomes. For examples, the respondents suggested incorporating interactive educational games and visual learning materials.

Another suggestion is establishing and maintaining rapport among learning participants. Rapport has been identified as a key factor to promote interactions in a learning setting. Respondents noted that if students are willing to inform their lecturers about problems or difficulties which they face in understanding the lesson, the lecturers will know what issues to address to better the learning quality. In conclusion, the teaching methods used by the lecturers were relevant to those preferred by the students: A lecture to introduce the learning materials, followed by practice and discussion to deepen and assess their uptake. However, the students believed that the learning should be more emphasized on more intensive practice and discussion. There have been a number of suggestions given by the participants to a better practice of teaching and learning if the course to be done in an online setting.

Conclusion

This study has utilized the CoI framework to investigate the participants' perceptions of TOEFL ITP preparation classes conducted both offline and online classes and their preference for teaching methodology. Over half of the participants believed that cognitive and teaching presence could still be maintained in both offline and online learning environments, while social presence was perceived to be better addressed in offline classes. Regarding their preferences for teaching methods to enable them to learn better in TOEFL ITP preparation classes, the participants believed that they would benefit more when the classes were organized using a combination of lectures, practice, and intensive discussions on TOEFL-related problems. For

better practice in future online learning, they suggested providing lecture video or explanations of learning materials on an accessible video-sharing platform, incorporating quizzes in every session, promoting interactive learning, and maintaining rapport between instructors and students. In addition, most of the participants showed a positive response toward a possibility of blended language learning in the context, given the previously mentioned considerations.

The results suggest several implications for lecturers of TOEFL ITP preparation classes. Conducting TOEFL ITP preparation classes is possible in both online and offline formats by ensuring social presence, cognitive presence, and teaching presence. It is recommended that teachers determine accessible platforms for students to access learning materials, provide materials that encourage students to develop their critical thinking, and design learning activities that facilitate learning through explanation, practice, and discussion. While the results of this study shed light on students' perceptions of learning TOEFL ITP in both offline and online settings – including the teaching methodology used in the classes and the possibility of blended learning in this context –, the findings may not be generalized due to the relatively small sample size. For future research, studies should involve a larger group of participants. Additionally, this study was limited to students' perceptions of the learning process based on the CoI framework. Therefore, it is also suggested that future research explore the association between students' perceptions and their performance or the learning outcomes, in the context of TOEFL ITP preparation.

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