# Blended learning in teaching english literature during the covid-19 pandemic: teachers' perceptions

## ABSTRACT

This study investigates teachers' perceptions of blended learning in the context of English Literature during the Covid-19 pandemic. The research aims to understand how English teachers adapted to the sudden shift from traditional to blended learning environments. The research includes exploring the strategies employed by teachers when integrating literature lessons into a blended learning approach, impacts of blended learning during the pandemic to teachers' teaching professionalism and problems faced by teachers when designing Literature lessons during the pandemic. Four English Literature teachers from SMK Datuk Peter Mojuntin, Penampang participated in semi-structured interviews, providing different perceptions into their experiences with blended learning. The findings reveal that technology played an essential role in facilitating teaching and learning during the pandemic. The combination of traditional and digital methods allowed for a balanced approach to teaching English Literature, fostering interactive and collaborative learning experiences. Despite these benefits, the transition to blended learning presented significant challenges in terms of adaptation, professional growth and connectivity issues. The study helps to understand the implications of this research especially for researchers, teachers and students. The data gained from this study offer guidance for improving blended learning practices and addressing the needs of students and teachers in a rapidly evolving educational setting.