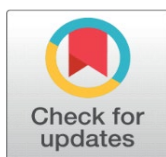


# BLENDED PEDAGOGIES IN PRACTICE: INTEGRATING GOOGLE CLASSROOM FOR ANDRAGOGICAL ENGLISH LANGUAGE INSTRUCTION IN EFL CLASSROOMS

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## ABSTRACT

The integration of blended learning has revolutionised traditional teacher-centred pedagogy by introducing an andragogical, learner-centred approach that promotes independence and digital fluency in English as a Foreign Language (EFL) classroom. This shift has moved educational environments beyond face-to-face interactions, leveraging platforms like Google Classroom to facilitate continuous access to assignments, quizzes, multimedia lectures, and interactive feedback. Such digital tools not only support flexible and reusable learning but also align with evolving student expectations for standardised and accessible educational inputs. In parallel, initiatives like the Tamil Nadu government's Nan Mudhalvan programme exemplify efforts to place learners at the core of educational innovation, fostering digital competence and modular citizenship. This paper explores the impact of blended learning and andragogical methods in enhancing EFL teaching and learning processes within technologically enriched environments.

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**Keywords:** Blended Learning, Pedagogy, Andragogy, Google Classroom



## 1. INTRODUCTION

Blended learning in physical classrooms is becoming increasingly important. Students who are overloaded with information technology require a place to unwind, redo, remodel, and revitalise the knowledge stored in memory. If the teachers' teaching methods remain rigid and narrow, the students' focus will never shift to the teacher. The learner must be directed to a new learning environment using a proper lesson plan. Students frequently look for a place to rest. The calm classroom is not expected to be such a place of rest for the student. It must be a place where students can engage in active teaching and learn about new and interesting topics. Only the teacher can bring out the expected newness. The

current state of concern allows a teacher to stick to not only the book but also the soft copy, which could be a PPT presentation, a video, or audio. This could only be verified through a blended learning approach.

Day-to-day activities never materialise in the absence of operational online sources. The overworked and burdened brain requires a place to unwind. Skilled teachers can guide such students in applying what they have already learnt. Many textbooks that were previously in libraries are now available online. The burden of a bag full of schoolbooks seeks relief in a classroom with a limited supply of books and an unlimited supply of books in smart classrooms, attempting to materialise a better understanding between students and teachers.

When a teacher relied solely on her textbook, as was done years ago, she never achieved the desired results. Understanding the student mindset is what keeps a classroom lively and active. Instead of a traditional setup, educational institutions must set up mandatory smart classrooms. One-hour classes can be divided using the blended learning mode. Teachers can facilitate learning for half an hour, while students can practise for another half an hour, creating a classroom that benefits both parties. The use of multiple media is primarily responsible for the interactive communication between the teacher and the students in the classroom. Students today disregard the traditional teaching method of using only a textbook and a question-and-answer session. They seek a fanciful classroom set-up in which they aim to converse with various live characters portrayed in a novel on screen, in which a dramatic personality strives for vengeance and calls for vengeance to be exacted for the mistake, and in which they learn the language's vocabularies one by one with proper pronunciation and image visualisation.

Teachers who were once trusted to provide such deep and correct knowledge are now sidelined. The first reference for any language correction is also carried over online. Only when the student has a doubt about knowledge gathered from online sources does he approach a teacher? Thus, a teacher's primary role in the classroom has gradually diminished. In such a case, the teacher must adopt a more technologically equipped classroom setup to meet the expectations of the students. Blended learning has the potential to transform the classroom environment.

## 2. LITERATURE

The transformation of educational practices through blended learning has dramatically reshaped how English as a Foreign Language (EFL) is taught and absorbed. Blended learning—an instructional approach combining face-to-face and digital methods—has particularly emphasised adult-centred learning, or andragogy, where learners take more control of their educational journey. Cleveland-Innes et al. highlight that learner autonomy and technological integration form the core of this shift, redefining traditional classroom interactions into multimodal engagements where teachers facilitate rather than dictate knowledge (Cleveland-Innes et al. 2024). This aligns with Knowles' andragogical model, where adults learn best through self-direction and contextual application of knowledge.

The role of technology, particularly platforms like Google Classroom, has become central in facilitating these new pedagogical approaches. Mohebbi's systematic review outlines how tools like Google Classroom, with its quiz features, media attachments, and real-time feedback, support both independence and self-regulation in EFL classrooms (Mohebbi 2025). This technological ecosystem enables students to revisit resources, engage asynchronously, and build skills through repetition and reflection. Furthermore, Koyuncu stresses that cloud-based platforms not only provide access but foster collaborative and interactive language learning experiences—key elements in promoting vocabulary retention and pronunciation improvement (Koyuncu 2025).

Importantly, educators must transition from a textbook-centric approach to a digitally mediated role that supports and guides rather than dictates learning. Locketz's research into administrative adoption of Google Apps for Education underscores the need for pedagogical retraining among instructors to meet the evolving expectations of digitally native learners (Locketz 2019). Likewise, Özdemir's meta-analysis on digital learning games like Kahoot! confirms that the use of multimodal strategies increases learner motivation and deepens understanding in language acquisition contexts (Özdemir 2025). Such findings reinforce the necessity of combining traditional content delivery with interactive elements to sustain student engagement.

In regions like Tamil Nadu, the Nan Mudhalvan initiative serves as a policy-driven example of integrating digital literacy and learner autonomy into mainstream education. Al-Shehhi (2022) points to nano-learning structures—small, focused learning units delivered online—as pivotal for today's overburdened learners seeking flexibility and clarity. These models support microlearning through audio-visual inputs, giving students the freedom to learn at their own pace, revisit complex content, and apply real-world context to language skills. As institutions evolve, these government-

sponsored digital efforts can bridge educational gaps in under-resourced areas while promoting equity in language proficiency.

However, the success of blended learning also hinges on institutional design and infrastructure. Smith, Hayes, and Shea argue that blended models require more than access to tools; they demand a systemic reorientation of instructional design through frameworks like Wenger's Community of Practice (CoP), which emphasize peer support, reflection, and iterative feedback (Smith et al. 2017). Without institutional coherence in lesson planning and classroom setup, teachers risk reverting to passive content dissemination. Thus, a strategic implementation of smart classrooms and segmented instruction—such as 30-minute direct teaching followed by 30-minute learner-driven practice—can create active learning environments that accommodate different learner styles.

Finally, teacher identity and relevance in the digital era must be reimagined. Molavi (2024) explores the erosion of the teacher's traditional authority due to widespread digital access to knowledge, noting that today's students often consult online resources before turning to instructors. In response, educators must reclaim their relevance by becoming curators of digital content, mentors in information evaluation, and designers of blended experiences. As students increasingly seek immersive, visual, and character-driven content, teachers must evolve to incorporate screen-based dramatisations and simulation-based vocabulary instruction to meet the rising demand for engaging, contextual, and self-paced English language education.

### 3. METHOD

The method adopted for this study is a qualitative, descriptive approach commonly employed in English literature research, focusing on textual analysis, interpretative frameworks, and thematic inquiry. This study draws upon content analysis of educational platforms such as Google Classroom and policy initiatives like the Nan Mudhalvan programme to examine how blended learning and andragogical strategies reshape English as a Foreign Language (EFL) instruction. Using a critical review of existing scholarly literature and pedagogical practices, the study explores the integration of multimedia tools, learner autonomy, and digital pedagogies. Emphasis is placed on synthesising theoretical models—particularly Knowles' andragogy—with practical classroom implementations to understand their collective impact on learner engagement and language acquisition.

#### **Blended Learning:**

Blended learning, also called technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, is where the teacher and the student meet face to face and interact using technology-oriented teaching and learning materials along with the materials physically available for both. This enhances the teaching-learning process and suits the physical makeup of the students. The students' focus only on the teacher's pedagogical teaching is altered through such a change where the andragogical approach overdominates.



Physical Classroom Today

BL changes the teacher's role from knowledge provider to coach and mentor. This shift does not imply that teachers have a passive or less important role in students' education. Quite the contrary—with BL, teachers can exert an even greater influence and effect on their students' learning. Traditionally, classroom instruction has been largely teacher-directed, top-down, and one-size-fits-all, with some differentiation thrown in; however, with BL, it has become more student-driven, bottom-up, and customised, with differentiation as a key feature. The increased role of technology in instruction has contributed significantly to this new learning dynamic. BL strikes an appropriate balance between online instruction, which provides interactive, tech-based learning, individualised pacing, and privacy to keep students constantly engaged and motivated, and teacher-led instruction, which personalises the learning experience and adds the human elements of encouragement, compassion, and caring guidance that only teachers can provide.



Blended Learning

### **Pedagogy to Andragogy:**

Johann Heinrich Pestalozzi, the Swiss educational reformer and Father of Pedagogy, credits his success to teaching dependent learners using an activity-centric and experience-based framework. The current pedagogical approach progresses from rote learning to teacher-centric and learner-centric. The teacher's role of teaching and the students' role of deciphering meaning are based on constructivist, collaborative, reflective, integrative, and inquiry-based approaches that form this part of the teaching method. Andragogy is preferable for independent learners.

Malcolm Knowles, an American adult educator, developed andragogy, also known as "Adult Learning Theory." He developed this theory intending to provide self-directed and independent learning methods for adults, who have the potential to better develop themselves with the information they already have. The primary goal of modern adult-educational technology is to develop techniques for involving adults in ever-deeper processes of self-diagnosis of their own needs for continued learning, formulating learning objectives, sharing responsibility for designing and carrying out learning activities, and evaluating their progress towards those objectives. (Knowles, 56)

An andragogical approach better suited to today's learners through Google Classroom would yield better results in students who have already been taught using a variety of other applications. The teacher's role here is to serve as a facilitator. This study attempts to create such a room for today's learners by integrating Google Classroom into English language teaching and learning.

### **Integration of Google Classroom:**

Google Classroom is a free, open classroom that is managed online to familiarise students with the online platform for teaching. Teachers are expected to be familiar with one such app, which is freely available online. Google Classroom enables both teachers and students to effectively manage classes through a blended mode of instruction. An email is all that is required to enter Google Classroom. The teacher should understand how to make an entry in the classroom and create a classroom ID. This ID is sent to students in order for them to log into the app. After downloading the app, students use this ID to enter the classroom, where the teachers have set up a separate class for them.

**Role of Teachers:**

Teachers can start a video meeting and create and manage classes, assignments, and grades online, eliminating the need for paper. Teachers can use Google Drive to provide YouTube videos and Google Forms surveys. They can also provide real-time feedback and guidance to students on the topic. The class stream can be used to make announcements and engage students in question-based discussions. This discussion would be held as a group discussion to improve understanding of the topic and find a solution to the problem.

The teacher is responsible for monitoring the entire classroom, both online and offline. The work assigned in class can also be assigned online to keep students engaged in activities during their free time. The impact of having such a class is significant. Teachers can record lectures and have students listen to them through Google Classroom. Videos on the same syllabus can also be made available online via Google Drive, Link, or a variety of other well-known applications such as YouTube. This smooth handling of classes, both offline and online, keeps students engaged in both classroom and extracurricular activities. Google Classroom can keep students engaged with the lesson even after they leave the classroom. The syllabus plan and methods used to demonstrate that plan, online and offline, can be made available to students. Students can take advantage of these classes even if they are ill and unable to attend regular classes. What cannot be done in the physical classroom can be done online because it has the potential to spread beyond the teacher's control offline. The timid students who prefer to keep their distance from teachers would become more involved in the activities available to them.

Language teachers can manage their classes more effectively if Google Classroom is made available to students at the appropriate time. Novels, dramas, prose, poems, and short stories, as well as everything else in book form, are available online. They can be made available to students in both physical and soft form via Google Classroom. The available videos can also be made freely available to students, allowing them to watch them whenever they want. When such a knowledge update is completed, students will be able to understand what they have not heard in class. Grammar can be easily taught with continued practice in a question-and-answer session. This can be done in Google Classroom by having students answer the options provided to select the best answer pattern. Pronunciation can be practiced using the audio available on Google Pronunciation.

**4. ROLE OF STUDENTS IN A BLENDED LEARNING ENVIRONMENT**

In a blended learning framework supported by platforms like Google Classroom, students take on an increasingly active and accountable role. They are no longer passive recipients of instruction but participants who manage their learning schedules, monitor deadlines, and engage in academic discourse with teachers and peers. The platform enables them to submit assignments on time, view grades, and respond to teacher feedback promptly. In addition, it allows students to track the originality of their submissions via plagiarism checkers and continuously improve through formative feedback. The opportunity to share learning resources and collaborate with classmates promotes peer-to-peer interaction, essential for language development. This interactivity empowers students to take ownership of their learning, aligning perfectly with the principles of andragogy.

**5. DISCUSSION**

Google Classroom offers a variety of time-efficient tools. Teachers can share templates, schedule posts for multiple classes simultaneously, and invite students via class codes or direct links. These functions simplify the logistical aspects of classroom management, particularly in large or multi-grade setups. Managing multiple classes is seamless, allowing for efficient communication and resource allocation across sessions. Google Classroom supports a built-in gradebook that allows teachers to track student progress across multiple assignments with ease. Feedback becomes more personalised through a comment bank and direct suggestions. Automated notifications about assignment submissions, grades, and reminders help both teachers and students stay updated and encourage continuous engagement.

Through integrations like YouTube videos and practice sets, Google Classroom facilitates self-paced learning. Interactive questions embedded in videos support comprehension checks. Such features cater to diverse learning speeds, offering struggling learners additional support and enabling advanced learners to move ahead independently. Automated Google Calendar integration ensures that important dates, deadlines, and activities are not missed. Teachers can also audit student activity logs, which provide insight into when and how students engage with content—an

invaluable tool for diagnosing learning gaps. Advanced learning analytics within the platform help track submission rates, detect patterns in academic performance, and raise alerts for irregularities or security issues. This supports data-informed teaching, enabling timely interventions. The system is designed with robust privacy controls. Only authenticated users with class codes can access materials. The platform maintains data protection standards compliant with global education regulations, ensuring student information remains confidential.

Blended learning, when strategically implemented through platforms like Google Classroom, significantly enhances English language teaching by integrating traditional methods with digital innovation. The fusion allows for greater flexibility, student autonomy, and teacher adaptability. Learners benefit from a multi-sensory approach that includes reading, listening, writing, and speaking, often enhanced with media support and real-time feedback. Importantly, blended learning allows educators to divide sessions between teacher-led instruction and student-driven practice, thereby cultivating a balance between guidance and independence.

In line with Malcolm Knowles' theory of andragogy, autonomous learning lies at the heart of effective adult education. In a digital classroom, students become aware of their own learning needs, gaps, and progress. Teachers play the role of facilitators, helping learners navigate content rather than delivering it directly. This method ensures students are self-aware and goal-orientated, qualities that are particularly important in language learning, where pacing and practice vary widely across individuals. Blended learning platforms inherently promote self-directed learning, a core principle in adult education. The transition from a "teach-me" environment to a learner-centred model allows students to choose when, where, and how to learn. Knowles et al. emphasize that technologies like Google Classroom provide "just-in-time" and "just-enough" learning, ensuring learners access only what they need, when they need it, with full autonomy. This aligns with the andragogical principle of learner control, where the individual determines their path to mastery in vocabulary acquisition, grammar practice, or communication skills.

The design of blended environments places high value on the learner's prior knowledge and lived experience. Students are not treated as blank slates but as contributors to their learning. Google Classroom accommodates this by allowing discussion threads, collaborative documents, and multimedia-rich assignments that validate and build upon existing knowledge. As Knowles points out in historical comparisons of adult education, instructional methods must differ from those designed for youth. Blended classrooms today follow that trajectory, allowing adult or teenage EFL learners to move from rote memorisation to active, experiential tasks like composing emails, recording spoken responses, or simulating real-world language use.

In a blended classroom, the role of the teacher transforms from being a central knowledge provider to an instructional leader and guide. Teachers curate content, monitor student activity, and respond in real-time to individual learning needs. By integrating Google Classroom, teachers can offer scaffolding through videos, feedback, and personalised assessments, which remain accessible for future reference. This boosts students' confidence as they know help is always available, even asynchronously. Teachers also maintain classroom dynamics through digital tools—moderating discussions, reinforcing participation, and supporting struggling students discreetly. This shift empowers teachers to become leaders of learning experiences, not just transmitters of information.

## 6. CONCLUSION

The integration of blended learning, particularly through platforms like Google Classroom, has significantly transformed the English as a Foreign Language (EFL) teaching and learning environment. Moving away from rigid, teacher-centred instruction, classrooms now embrace an andragogical approach that fosters student autonomy, self-direction, and personalised engagement. Learners are no longer passive recipients but active participants who manage their learning paths, collaborate with peers, and access a wealth of multimedia resources at their own pace. Google Classroom's robust features—ranging from grading tools and analytic dashboards to personalized practice sets and privacy controls—have facilitated this pedagogical shift with efficiency and scalability. Teachers, in turn, are no longer confined to the role of content deliverers; they have become facilitators, mentors, and learning experience designers. By adopting blended learning methods, educators can better cater to students' individual needs, provide timely feedback, and foster an environment of continuous engagement. Drawing from Knowles' principles of andragogy, this shift addresses the core needs of modern learners: independence, relevance, experiential learning, and immediate application. Thus, blended learning not only enriches classroom instruction but also positions both students and teachers as co-creators of meaningful, future-ready education.

## CONFLICT OF INTERESTS

None.

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