An Analytical Study on Blended Learning -An Effective Tool For Language Learners

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Abstract

Blended learning is a combination of different types of learning in the same substance. Blended learning is a style of education in which students learn via electronic and online media as well as traditional and face-to-face teaching. This way of learning does not prefer the physical presence of the students and the teacher, where it demands time, place, path, or pace. This learning is also termed hybrid learning. This learning is a step forward in the field of education where a student feels difficulty with the traditional method of learning so that they can easily adapt this online learning with the help of advanced technology. Technology in this generation empowers educators to enhance their personal learning with access to content, data and the cloud. This article demonstrates the drastic change in the field of education in the pandemic. In this critical pandemic, the only source that helpseducation is online learning. It helped to continue the relationship between the learners and the teacher, and the learners also felt that this way of learning helps them to listen to class at where they are, and alsothis online learning does not demand any particular time or place and the doubt will also be cleared immediately.

Key Words: Blended learning, Traditional method, Face-to-Face, hybrid learning, advanced technology, pandemic, physical presence.

Introduction

Blended learning is the style of education in which students learn via electronic and online media as well as traditional, face-to-face teaching. Blended learning is also termedas the hybrid method of learning. This hybrid learning is an approach that combines educational materials online and itincreases the opportunity for interaction between the learners and the teachers through technology. This way of learning combines both traditional and online learning.

This technology-based training emerged as an alternative to the speaker in the year 1960's and now modern blended learning is given online, in synchronous, asynchronous, and live or recorded video formats. Blended learning intensifies some of the models, which act as a tool to connect the learners and the teacher they are

- **Face-to-face driver** – where the teacher drives the instruction and augments it with digital tools.
- **Rotation**-- students cycle through a schedule of independent online study and face-to-face classroom time.
- **Flex** -- Most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support.
- **Labs** -- The entire curriculum is delivered via a digital platform but in a consistent physical location. Students usually take traditional classes in this model as well.

- **Self-blend** --Students choose to augment their traditional learning with online coursework.
- **Online driver**-- Students complete an entire course through an online platform with possible teacher check-ins.

All curriculum and teaching delivered via the digital platform and face-to-face meetings are scheduled or made available if necessary. Through this, the learners can easily grasp what the teacher is about to teach. The learners can even clear the doubt immediately in this online method and these models blend among them in order that the learners can adopt the way of learning according to their time and place. Blended learning can improve face-to-face learning. The use of information and communication technologies have been found to improve students' attitude towards learning. Blended learning is less expensive than traditional classroom learning, in which the learners can listen at any time and place. Blended learning allows students to work at their own pace, making sure that they understand the new concept before moving on to the chapters. This way of learning may enhance the confidence level in different components and develop a strong sense of independence.

Review of Literature

All the advanced devices such as smartphones, tablets, and computers in our daily life attract the present digitalized generation. The digital natives have taken a step forward in the form of learning through technologies and they are growing up in a digitalized informative society. This learning improves the dynamic partnership among the students and enhances the responsibility to share the instructions among them. In traditional ways of learning, there will be a limited time for both the students and the teacher to interact, but in online teaching, the teacher and the learner can interact individually and can clear their doubts as soon as possible. So, these ways of learning through technology in this present generation have increased the interest among students and also improvedtechnical skills so that they can easily

relate to themselves in the future technology and in their workplace.

In a study, Sagarra and Zapata (2008) took a sample of 245 Spanish learners whose second language was English. The learners had a pedagogy of blending four hours of classroom instructions, in which they had one set of online homework per week done. It resulted in a positive perception of the blended environment among students. Like Collopy and Arnold (2009), their study resulted in the students being favored in blended learning. This area combines the advantages of both face-to-face and online modes. A qualitative study was conducted by Smyth, Houghton, Cooney, and Casey (2012). In their study, they discovered the challenges and several benefits of blended learning. This study ended up in the student's appreciation of the accessibility and flexibility of blended learning.

Similarly, Owston, York, and Murtha(2013) tested 577 students on blended courses in relation to their academic achievements. The test has been conducted in four areas. It defines the students' overall satisfaction, their level of convenience afforded, and their sense of engagement in a blended course. Their views' regarding this learning are to how they adopt blended learning, the results stated that the learners were much satisfied and they found that this course was more engaging and convenient.Ma.laire M. Guevara studied the activities that the students take willingly in both face-to-face and in the online class and the advantages and disadvantages of blended learning. Ma.laire ended his studies with the result that students are more interested in online blended and 80% of the students are more interested in blended learning.

Methodology

Blended learning is a method of learning that includes both online and face-to-face components. The motivation, subject matter competence, communication, voice, and speech of students and teacherswere investigated in this study. This learning enhances technical skills, allowing learners to more easily engage with the modern world. Students' opinionsare gathered in order to determine which learning approach is

most pleasant for them. According to the results, students are most interested in learning through blended learning. When asked which learning approach is easier for them: a) only online or b) blended, the students chose blended b) only Face-to-face, c) a hybrid of online and face-to-face communication.Both of these topics pique the pupils' curiosity.

A totalof 41 B.Tech students from the first year EEE (Electrical & Electronics Engineering) branch, were chosen as samples from various backgrounds, with the financial backing of their parents assisting in the advanced use of technology. Students were given activities such as JAM, listen and speak activities, a short presentation on their academics, and a tongue twister to boost their confidence and improve their communication at the tertiary level, as well as to overcome their fear. The table below shows the percentage of students who used blended learning as their academic method. This in-depth increase in relevance, effectiveness and other factors drives people to generate ideas, which increase communication coherence and effectiveness.

	REAL LIMITS	FREQUENCY f	MID VALUE x	$d=\frac{x-A}{n}$	fd	c.f	d^2	fd^2	$X=x-\bar{x}$	Fx	$|fx|$
41-50	40.5-50.5	9	45.5	-2	-18	9	4	36	-18.30	-164.7	164.7
51-60	50.5-60.5	7	55.5	-1	-7	16	1	7	-8.30	-58.1	58.1
61-70	60.5-70.5	10	65.5	0	0	26	0	0	1.7	17	17
71-80	70.5-80.5	12	75.5	1	12	38	1	12	11.7	140.4	140.4
81-90	80.5-90.5	3	85.5	2	6	41	4	12	21.7	65.1	65.1
		N=41			$\sum fd$ =-7			$\sum fd^2=$ 67			$\sum|fx|$ = 445.3

Table 1 Level of learning through BL

The percentage of students who used blended learning as their academic technique shown in the table above. People are more likely to produce ideas because of this in-depth rise in relevance, effectiveness, and other aspects that improve communication coherence and effectiveness.The fluctuation has noted in the table, which shows the students' grades ranging from 40.5 to 50.5, 50.5 to 60.5, 60.5 to 70.5, 70.5 to 80.5, and 80.5 to 90.5.Individual student responses are noted, and the frequency range generated to evaluate the study, as well as the mid-value with the specific frequency id determined.

$$\text{VARIANCE} = \sqrt{\frac{\sum f(|X-\overline{X}|)^2}{\sum f}}$$

$$= \frac{6580.49}{41}$$

$$\text{VAR} = 160.499$$

$$\text{STANDARD DEVIATION} = \sqrt{Var}$$

$$= \sqrt{160.4997}$$

$= 12.669$

The calculationwas noted in order to evaluate the study after receiving the students' responses. The mean median is determined to analyze the differences, and the standard deviation is calculated to determine the precise value. The standard deviation is used to identify if students are paying more attention to blended learning or not. This said that the academics welcomed the blended style of learning after 41 students used it as a medium of learning.The students reacted well to this learning, indicating that they were able to master the language as well as how to use advanced technologies.The general difference has been recognized, as has the distinction between pupils who are interested in this learning and those who are not.

Questions	Blended learning	Response
Is the listener OK with the audibility and structure?	Strongly Disagree	5
Are the students' expectations fulfilled?	Disagree	7
The use of a blackboard is needed in academics?	Neutral	6
Is it true that blended learning improves subject knowledge?	Agree	15
Is it beneficial in terms of improving student communication?	Strongly Agree	8

Fig 1

A survey of learners hasbeen conducted to determine the effectiveness of blended learning. Questions have asked to assess their offline and online classes' accuracy, pronunciation, speed, and audibility. Students have said that it has aided them in learning the language and improving their technical skills while working with technology. Five students stated that they strongly disagree with the control of technology, stating that the audio from the gadgets may cause some distraction among the students, andsevenstudents stated that they strongly disagree with the adaptability of the students' demands. The teacher must construct and make learning easy for the students.

Six students reported that they were not interested in online, offline, or blended learning, and that they did not discover any effectiveness in their learning with or without the usage of a blackboard. The students preferred the students' partially online and face-to-face styles of learning; 15 students stated that they feel comfortable with this method of learning, which improves the depth and correctness of academic content. Therefore, if they have any doubts, they can clarify them at any time, and they can even use technology to verify them in the absence of a tutor. Eightstudents reported that they are highly in favor of this learning since it improves the learners' communication and coherence.

Conclusion

Blended learning is a notion that many educational institutions use to teach students using both online and conventional methods. However, a new study suggests that blended learning can improve the student experience, pronunciation, and communication skills as well as drive students to increase their self-confidence and improve their speech and voice. The goal of the research is to see how employing blended learning could help students improve their skills in a beneficial way. Students are more at ease and enthusiastic about learning using technology and they do not want to reduce personal interaction with their teachers. This improves understanding of learning without hesitancy or timeconstraints, as well as handles technology in a more advanced manner.

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