

A pragmatic analysis on unified and cohesive methods of teaching in language learning

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1. ABSTRACT

The aim of this study is to explore with the innovative teaching methods such as blended and integrated methods of teaching in language learning to higher education HE students. The observations are also made by scrutinizing their achievements in the tasks and their motivational levels towards learning the tasks. The illustration is exclusively designed for the select higher education HE students. The select group of learners from KL deemed to be university. The experimental group is given a questionnaire on English learning proficiency through a computerized program in the integrated method. Concepts like vocabulary learning, spell check, word pronunciation and accent are given to this group of people. Hence, the research explored that the virtual learning and integrated teaching methods with blended and flipped learning methods gives better results than traditional and personal teaching methods. The statistical analysis revealed the significance and importance of blended and integrated methods of teaching.

The importance of information communication technologies (ICT) is increasing day by day. Moreover, the COVID Pandemic has become a challenge to the traditional teaching and learning methods. Hence, the terms like teacher, class room teaching and student have been replaced with the terms such as learner-centric approach, interactive and collaborative learning with integrating technological teaching methods.

Key words:

Academic Achievement, Blended Learning, integrated methods, Personal learning, Virtual learning environment.

Research paper

1.1. Literature Review:

Much research has been done on the blended learning approach and reached conclusions that emphasized its efficiency. Ceylan and Kesici (2017) investigated the effects of blended learning on the middle school students' academic achievement level and product evaluation scores. According to Fisher and Baird (2005) in virtual classes where learners are motivated with a better understanding to attain their goals. Trainers can explore with the new online backgrounds that augments self-confidence, autonomy and reflection. Apart from this they can reduce learners' isolated feelings by providing continuous feedback. They also can encourage interaction between them and their learners. Moreover, it also helps to learners to communicate among themselves. Such condition can enhance motivation, which in turn may positively affect their academic achievement. The present research is to investigate the effectiveness of blended learning with integrated teaching methods on students' academic achievement in English language and their motivation towards learning it. The sample consisted of a questionnaire which is given to B.tech first year students of KL deemed to be University, Andhra Pradesh, India.

1.2. SIGNIFICANCE OF THE STUDY:

According to Jordanian Ministry of Education, (2003) it is worthwhile to find various modern teaching methods that help students to learn in an appropriate way in order to produce graduates with the skills and competencies required to participate in the modern world in the 21st century. The results showed that blended learning environment had shown a major difference in students' academic achievement. The implication and connotation of this study twigs out the fact that it provides a comprehensible insight into the field of using technology in the educational process to adopt blended learning as an effective way which would enhance the quality of English learning and teaching process.

Moreover, such sort of these pragmatic studies would be a torch bearer to trainers to enable them to use the suitable techniques of blended learning in order to develop learners' English competencies. In addition to all these this analysis provides learners' motivation towards using technology for learning English. Furthermore, the findings are used as an orientation for other trainers to conduct more research on this ICT education. At the outset, this study is desired to reveal the real impact of integrated learning and teaching and students' achievements in English.

In this process of integrated teaching and learning students' achievement in English as a foreign language is identified through a questionnaire. The method of virtual teaching through the process of blended learning to Higher Education students in favour of the blended learning method and the opinion poll has been considered in this study.

However, the results of this study are limited to the opinion poll which is given to learners on computerized educational program. The pragmatic analysis is also limited to English classes. The questionnaire consists of students opinions and their views in the poll on the concept of blended learning teaching. The results showed statistically significant differences in students' achievements and attitudes in favour of the blended learning.

The blended learning method was supported by using technology and a software course. Cracraft (2015) studied the effect of blended learning on students' success rate as compared to the traditional way of teaching. This study aimed at finding out if students' achievement improved when using blended learning in their daily classroom practices. The results showed that there is a significant change in learners' achievement. The results showed that blended learning, compared to the traditional method, showed much betterment in the learners' achievement in vocabulary. Hence, this study is to provide a bird's eye view on the usefulness and efficiency of using Internet based computer teaching ICT and integrated blended learning methods which can be put into practice to improve students' academic performance in English.

However, this blended learning has a great advantage as it allows learners to have a global access with global networks and shifts the role of the teacher into a trainer. It provides a platform to learners such an where in which they can use multimedia, e-mails, virtual libraries, and all internet data collaborative software. Besides all these advantages it also allows learners to interact with the learning materials through listening watching interacting and observing.

1.3. Problem statement:

Graham (2006:1) opined about blended learning that a combination of instruction from two historically separate models of teaching and learning: traditional face-to-face learning systems and computer-mediated learning. O'Donoghue et al. (2004) and Nedeva et al. (2010) have asserted that e-learning students lack the sense of community and feel somehow isolated because of the scarcity of interpersonal communication skills with their peers and teachers

through awareness of how they can make this possible. More disadvantages have been pointed out by Lewis (2000), Dowling et al. (2003) and Hameed et al. (2008).

2. DESIGN AND METHODOLOGY:

Hence, this study applied the pragmatic method to analyse the impact of blended learning method on Higher education students' achievement in English and their motivation towards learning it. As it is stated by Al Fiky in 2011, those learners can gain more confidence, responsibility and creativity since the class becomes more student-centered rather than teacher-centered in virtual classes.

2.1. PROCEDURES OF THE STUDY:

Through this blended learning method, learners utilized technology in performing the tasks. Moreover, learners performed in multiple ways since it is flexible to use internet sources during the pandemic situation. Apart from all these learners have become confident as the trainers focused on the individual students' needs during the virtual classes through messages, chats in the chat box or personally asking over phone. The another technique used in teaching was the flipped class where students were given chance to design their own material like drafting a conversation based on a particular situation, apply vocabulary for a specific topic and so on and so forth.

Apart from these learners are assigned to prepare videos, power point presentations or texts that sometimes were accompanied by pictures through which they were asked to give certain responses or perform tasks depending on the material given to them, such as using selected vocabulary, grammar or writing. All the responses of the learners were recorded after the completion of the guidelines. At the end of this process the questionnaire was released on this blended learning in comparison with the traditional method. Learners draw the conclusions by giving high priority to integrated learning teaching methods rather than personal and traditional learning.

2.2. RESULTS OF THE STUDY:

The statistical analysis was done with the help a questionnaire in google form. The first hypothesis as follows: English language attributes in the teaching method of blended learning

method and integrated method are checked. The experimental group learned English via blended learning in virtual classes. The analysis indicates the positive effect of using blended learning on the achievement. There are statistically positive results among the students' motivation toward learning English attributes to the teaching method in a blended way rather than traditional method of teaching.

This result is further illustrated from in fig.1 to fig. 8 based on which the hypothesis was made that online and blended learning with flipped way of learning is preferred by learners.

ICT (Information and Communication Technology) is the right place in learning for self exploration.

36 responses

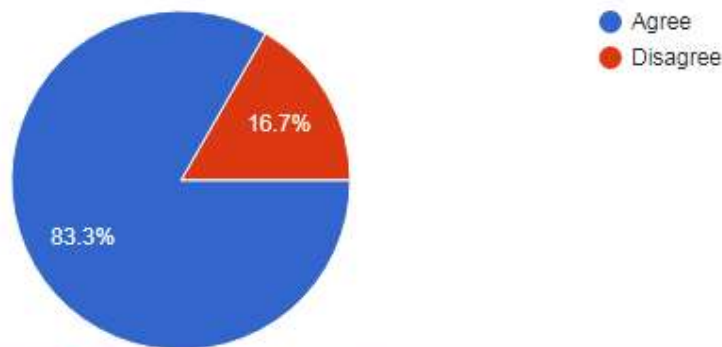


Fig.1 ICT (Information and Communication Technology) is the right place in learning for self exploration.out of 36 responses 83.3% agreed, and 16.7 disagreed.

Various academic activities are possible through virtual classes.

36 responses

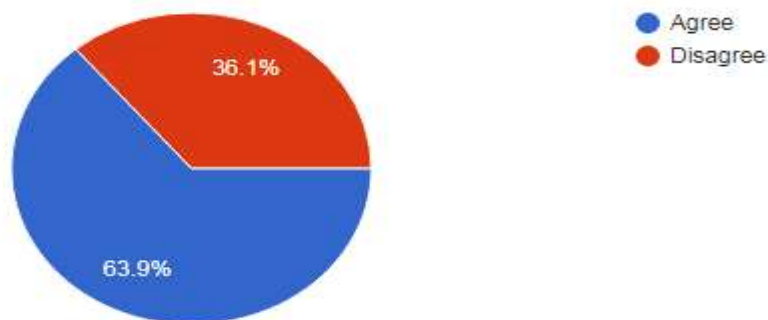


Fig.2 represents various academic activities are possible through virtual classes. out of 36 responses

63.9% Agreed and and disagree by36.1%.

English vocabulary learning is made easy through many online websites.

35 responses

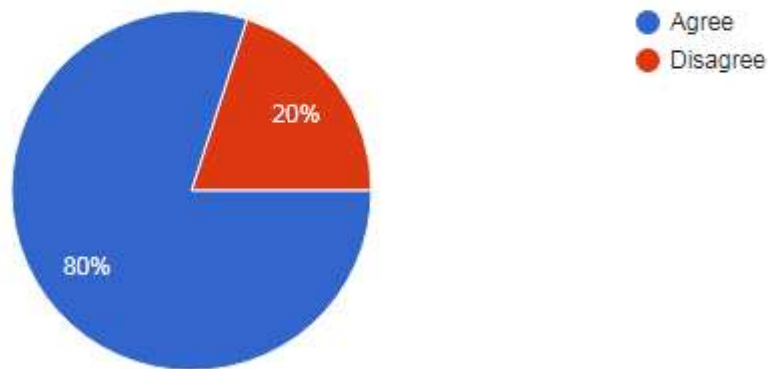


Fig.3 English vocabulary learning is made easy through many online websites. out of 36 responses 81.8% agreed and 18.2% Disagreed.

Fig.4 I feel comfortable when I listen and learn word accent and pronunciation. out of 36 responses 82.9% agreed and 18.2% disagreed.

Online English language development videos are much supporting to improve my language.

36 responses

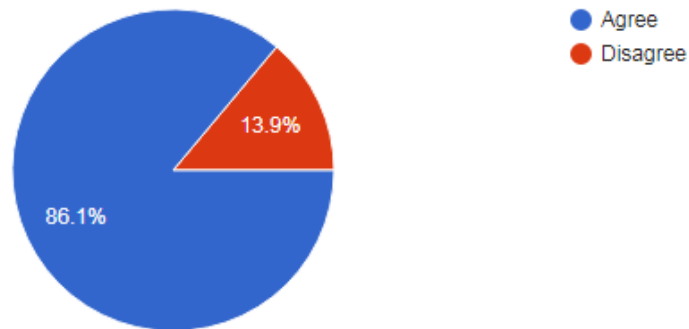


Fig.5 Online English language development videos are much supporting to improve my language. out of 36 responses 86.1% agreed, 13.9% disagreed.

Practice while learning is possible through online classes

36 responses

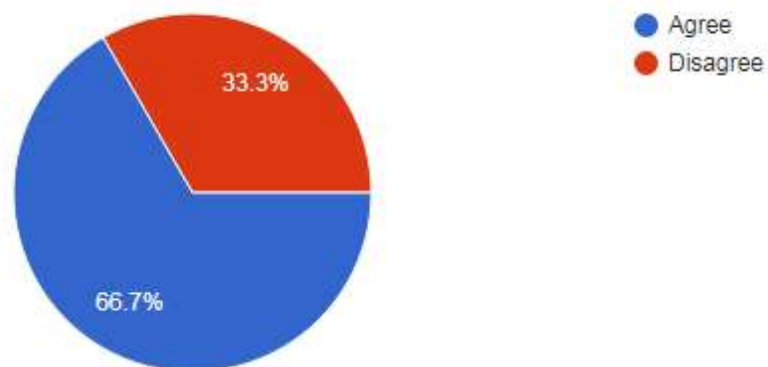


Fig.6 Practice while learning is possible through online classes. out of 36 responses 66.7% agreed, 33.3% disagreed.

Practice while learning is possible through online classes

36 responses

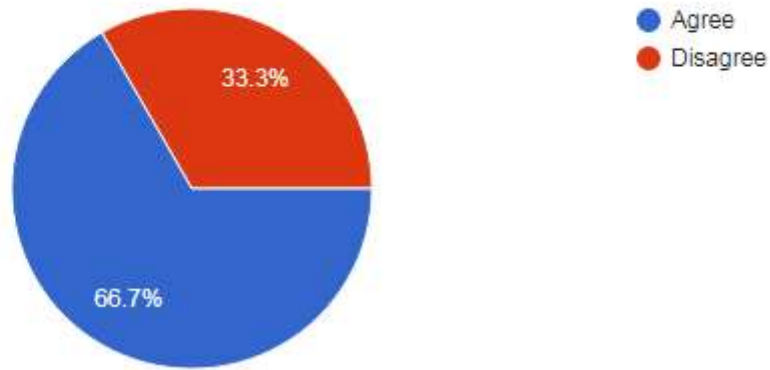


Fig.7 out of 36 responses 66.7% agreed and disagreed33.3%.

Innumerable web resources are helpful in widening learning perspectives

36 responses

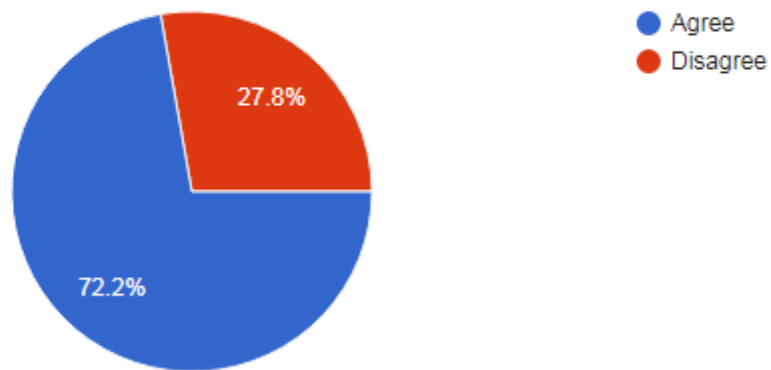


Fig.8 Innumerable web resources are helpful in widening learning perspectives out of 36 responses 72.2% agreed, 27.8% disagreed.

3.DISCUSSION:

The mentioned assessment questionnaire which is given to learners are asked to perform various tasks and activities during their English classes to enhance their English language

vocabulary, speaking, reading and writing abilities. Activities such as explaining a given text, answering questions, extracting a grammatical rule from the given sentences are given by using many web sources like india bix.com, examveda.com, hitbulls.com, all india exams.in, sawaal.com, careerride.com and so on. Apart from these, experimental methods such as direct interactions in padlet are used where learners can speak, record their voice and can listen which will be helpful to enhance their language skills.

Learners could use power point presentation or websites to envisage the concepts they wanted to learn which make all groups of learners like slow and fast learners learn successively. Moreover, this sort of learning process become easier and more accepted to all groups of students because the fast learners could explore with new and advanced learning and slow learners practice till they are perfect in the given task where as this is not possible in personal or traditional class room teaching. However, this blended learning is an integrated method of teaching where the teachers' role transforms into a trainer and a facilitator. Hence, the learners are facilitated by the learners to acquire knowledge by themselves, enabling them to understand better way. Furthermore, it is stated by the learners through this blended learning, they can interact with other people from all over the world. They feel it as a very good platform to discuss in English language. In this way, they enhance their communicative skills through the computer programs in blended learning which are reflected positively on their achievement.

3.1. Findings:

The questionnaire results gave the statistical analysis which showed that there is a lot of significance is given to online and virtual learning. The blended and integrated learning make learners more enjoyable with mixed fun and also learning provide opportunities for students to fulfil their tasks. Oweis (2018) also talked about the nature of the computerized material and how it may affect students' motivation positively.

It is observed in the findings that most of the computer programs have designed in such a way where all learners are all aim at increasing the internal motivation of the students, due to the presence of many factors in the task they perform. Ormrod (1998) stated that students who are enhanced internally perform their duties and learn classroom materials in an appropriate way.

4. Conclusion:

Hence, this study explores how the technical aspects of blended learning and flipped learning methods in inculcating English language skills through virtual way and how they have influenced learners in learning in higher education level. At the outset, this analysis gives clarification on various concepts of information communication technologies ICT, and explores the ways in which they make learners' responses to the learning environment which they experience. However, the virtual environment provides an impending and creates an important platform and make the learners capable of fabricate a sense of presence, perspective-taking and introspection. The learners are given free hand to prove themselves in a virtual learning environment.

4.1.Limitations:

Wong et al. (2018) pointed out that blended learning did not promote students' achievement but had positive effects on students' motivation towards learning English. Some of the related academic journals negated and showed negative results on the blended learning in enhancing students' achievement.

4.Conclusion:

Blended and integrated learning and teaching method is a new method that which facilitates learners to achieve their goals. This analysis has clearly shown that blended learning positively affects students' achievement in English and enhances their listening, speaking, reading and writing skills (LSRW). This blended learning method engages learners in the learning process as the trainers play the role of facilitators, in contrast to the traditional method. In this method, the learners are given utmost importance where the trainers streamline them through different types of activities that suit their different styles.

In this, the ICT, blended and integrated teaching method enriches learners' self-confidence which makes explore with innovative techniques from their own learning since they are able to search in many electronic sources or ask their trainers when they need help. As the integrated learning method is quiet interesting the computerized material, enjoyable and attractive.

5.Recommendations:

foreign language learning environment as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the language learning activity”. learners can learn based on their individual intelligence quotient (IQ) levels , which gives more chances for more individualized education Moreover, they can learn from real-life resources available with more authentic information.

By throwing the light of the hypothesis in findings, it is suggested to provide more technical facilities that which add and enhance the blended learning experience among the learner community. It is also identified to recognize and recommend the educational content of the curricula according to the requirements of the blended learning. With respect to the LSRW skills to measure the skills blended learning should be related to English learning such as vocabulary, spelling, and pronunciation. upon all these take the learners’ recommendations opinion poll for intensive training implementation of English language with the blended learning methods to enhance their information technology skills. For such improvisations, it is also recommended that the trainers also need to use innumerable apt strategies and methods like visual and auditory aids, films, pictures, songs and so on during the implementation of the blended learning approach. It is also recommended not only for teaching of English but also suggested to be implemented in other subjects in order to get better results than traditional methods.

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