



IMPLEMENTING HYBRID LEARNING IN ENGLISH ORAL COMMUNICATION SKILL AMONG STUDENTS OF STANDARD VI

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ABSTRACT

Present Trends we want to learn more and more Technology ethics in our situations through Education Department. Our life will be start and create in their classroom level, what are they need to do think, motto and practice in particular school. Make a good mind have a good knowledge through practice with present trend technology without teacher's knowledge. Here that Research will start for students level oral communication skill development through Hybrid Learning in traditional classroom. Students are good for their studying level but they have few disappointed about English Language especially communication skill. They want to practice fluent with boldness and hesitations in everywhere. They have a bright future through English Oral communication skill in the world because of much life skill awareness available, likewise quickly get Jobs and get good financial level development in present situations. Here gave implementing through Hybrid Learning in English Oral Communication skill among especially VI standard students.



KEY WORD: English Language, Oral communication skill, Hybrid Learning.

INTRODUCTION

The present study is an evidence and good proof for implementing hybrid learning in English Oral communication skill among VI standard students. These are very effective to speaking practice with boldness in English Language. Technology and Teacher's are most important role in hybrid learning, they want motivate for language skills for encouraging communicating with boldness in their atmosphere.

Students are depending upon their school atmosphere. They have different family situations and some other difficulties in their lifestyle. Students learn through teacher's teaching knowledge level and they want to study English Language compulsory because of Education systematic is to be followed in our state.

Here hybrid learning implement in English Oral communication skill among the students of standard VI. This implementing provides good opportunity to practice well for improving fluent communication skill in their atmosphere with technology, likewise audio, video, storytelling, drama, role play, mask play, conversation, dialogues, picture comprehension, reading comprehension, pronunciation practice, debate, group discussion, voice modulation, singing, dance, music creation with their situations...etc.,

LITERATURE REVIEW

Huang, Qiang, School of English and Education Guangdong University of Foreign Studies (2016) studied to probe into learner's perceptions of blended learning in relation to the respective roles of face-to-face learning and online learning as well as their interaction in the blended EFL contexts. This is more advantageous to listening and f2f learning promoted the learning of world knowledge and helped to improve learner's interests and learning environment can be better integrated for English learning.

Kiyoung Lee, oh-Woog Kwon, Young-Kil Kim, and Yunkeun Lee(2015) conducted hybrid approach for correcting grammatical errors in the sentences uttered in English. It's involve preposition errors, verb corm errors, agreement errors, noun accountability errors and determiner errors and it based an error memory based correction system, a machine learning based correction system and a selector through experiments show promising results for correcting grammatical errors.

Xu and Jaggars (2013) conducted a large-scale analysis of online course enrollment across Washington state's community college system and noticed that humanities, social sciences, education, computer sciences, applied professions, English, mass communication and natural sciences comprised the bulk of student online enrollment.

Fletcher, 2012 One school district in Washington state pairs students with a mentor in addition to their online instructor to provide scolded supports such as providing reminders on deadlines, and establishing online for course requirements.

Moskal, Dzubian, & Hartman, 2012, p.5, This is a rate of withdrawal comparted to lecture capture courses of suggesting that the blending of traditional Face-to-Face and online formats may serve as a safety delivery preferences in their surroundings.

Frydrychova Klimova (2012) provides an example of an EAP (English for AcademicPurposes) hybrid course on Academic Writing taught at the Faculty of Informatics and Management in Hradec Kralove, Czech Republic, where the teacher decides that all written assignments, such as essays, will be submitted via the online course and similarly, self-study of further reference reading will be done online. In the follow-up face-to-face class the teacher and the students will discuss particular difficulties or goals connected with their online work and the teacher also clarifies any errors students may have made in their assignments.

Comas-Quinn, (2011) consider the case of teachers, being online wise quantitative increase in the number to learners and the learning of new skills, but most importantly, a change in identity as there are new roles and pedagogical perspectives in their situations.

Collis, Bruijstens, & van der Veen, 2003; Donnelly, 2010; Hung, Chou, Chen, & Own, 2010; Kruger Ross & Waters, 2012 In this determining the characters of successful online wise, researchers describe them self-directed, self-disciplined, self-control, encourage for students, process of awareness about interest in an English language through the computer level with technology.

Title of the Problem

The study entitled as "Implementing Hybrid Learning in English Oral Communication Skill in VI standard students.

OBJECTIVES OF THE PROBLEM

- To prepare and validation of Implementing Hybrid Learning in English oral communication skill among VI standard students.
- To find out implementing English Hybrid Learning in English oral communication skill among VI standard students.
- To compare the mean score implementing Hybrid Learning in English oral communication skill in experimental group and the control group.
- To compare the mean score implementing Hybrid Learning in English oral communication skill in experimental group and the control group at pre-test.
- To compare the mean score implementing Hybrid Learning in English oral communication skill in experimental group and the control group at post-test
- To find of if there any significance difference with implementing Hybrid Learning in English oral communication skill in pre-test and post-test of experimental group
- To find out the retention implementing Hybrid Learning in English oral communication skill in experimental group.

HYPOTHESES OF THE PROBLEM

- There is no significance difference in the implementing Hybrid Learning in English oral communication skill in experimental group and control group at pre-test.
- There is no significance difference in the implementing Hybrid Learning in English oral communication skill in experimental group and control group at pos-test.
- There is no significance difference in the implementing Hybrid Learning in English oral communication skill in pre-test and post-test of experimental group.
- There is no significance difference in the implementing Hybrid Learning in English oral communication skill in post-test and retention of in experimental group.

Research Design

Method

The study was aimed to determine the implementing Hybrid Learning in English oral communication skill, it was necessary to compare the outcome of the study of experimental group and control group. So the researcher had chosen experimental method for the present study.

Sample

The study was carried out on a sample 60 students of standard VI of Tiruppur District. The researcher randomly selected sample is divided into two groups namely control group and experimental group. Each group has 30 students.

Tool

Multiple choice question (MCQ) for pre-test, post-test and retention.

In interview Audio and Video record with Multiple Choice Question Answer chooses in Pre, Post test and Retention consists 50 items. Equal marks in each questions. One mark given answer and Zero is given wrong answer.

Hybrid learning package

Hybrid learning package are followed as Audio, Video, Role play, Dialogue, Conversation, storytelling, acting with action, explain it paintings, create poems own, singing songs with music effects in own, Drama and Voice Recording with Interview used to prepare in this package and this is validated by subject experts and tool technologists.

Data Collection Procedure

In this way students performances through groups wise tested before treatment MCQ for identifies the difficulty areas in English oral communication skill and Hybrid learning to the experimental group, whereas the traditional method of teaching to the control group. After the treatment, both groups are post-tested through MCQ. From the post-test results of both groups, the hybrid learning method is determined.

Statistical Techniques

This research to find out the implementing Hybrid Learning in English oral communication skill among VI standard students. It is important to find out whether there was any significant difference between the two groups. Test of significance of difference between means and t-test were calculated for statistical analysis.

Result

Hypothesis 1

There is no significance difference in the implementing in English oral communication skill in experimental group and control group at pre-test.

Table No: 1

Pre-Test	N	Mean	SD	t-test
Experimental	30	17.16	36.07	3.34
Control	30	13.23	19.50	

Table 1 show that the mean scores of pre-test in experimental group & control group. The calculated t-value 3.34 is greater than the table value 2.00. It is significant at 5% level. Therefore the two groups do differ in their initial performance. Therefore the hypothesis is not accepted. It means that the two groups were more or less of the same ability in English oral communication skill in pre-test.

Hypothesis 2

There is no significance difference in the impact in English oral communication skill through Hybrid Learning of experimental group and control group at post-test.

Table No: 2

Post-Test	N	Mean	SD	t-test
Experimental	30	36.83	38.07	21.31
Control	30	13.3	18.15	

Table 2 is clear that the calculated t-value 21.31 is greater than the table value 2.00. It is significant at 5% level. These show that there is a significant difference between the means of the post-test score of impact in English oral communication skill through hybrid learning in the experimental group and control groups. Therefore the two groups differ in their performance. The mean score show that experimental group is greater than control group, i.e.36.83>13. So it can be concluded that the hybrid learning method has more impact than the traditional method.

Hypothesis 3

There is no significance difference in the impact in English oral communication skill through Hybrid Learning in pre-test and post-test of experimental group.

Table No: 3

Experimental Group	N	Mean	SD	t-test
Pre Test	30	17.16	36.07	30.80
Post Test	30	36.83	38.07	

From the table 3 it is clear that the calculated t-value 30.80 is greater than the table value 2.00. It is significant at 5% level. This shows that there is a significant difference between the means of the pre-test and post-test score of impact in English oral communication skill through hybrid learning in the

experimental. Therefore the hypothesis is not accepted. The mean score shows that post-test score is greater than the pre-test, i.e. $36.83 > 17.17$. So it can be concluded that the hybrid learning method strategy has more good improvement than the present method.

Hypothesis 4

There is no significance difference in the impact in English oral communication skill through Hybrid Learning in post-test and retention of in experimental group.

Table No:4

Experimental Group	N	Mean	SD	t-test
Post Test	30	36.83	38.07	12.98
Retention	30	44.93	18.27	

From the table 4, the calculated t-value 12.98 is less than the table value 2.00. It is not significant at 5% level. This shows that there is significant difference between the mean score of the post-test and retention test of impact in English oral communication skill through hybrid learning in the experimental group. Therefore the hypothesis is not accepted. The mean score shows that retention test score is greater than the post-test, i.e. $44.93 > 36.83$. So it can be concluded that the hybrid learning method strategy has more good improvement than the present method.

FINDING OF THE STUDY

- There was significance difference existence in the impact in English oral communication skill through Hybrid Learning of experimental group and control group at pre-test.
- There was significance difference existence in the impact in English oral communication skill through Hybrid Learning of experimental group and control group at post-test.
- There was significance difference existence in the impact in English oral communication skill through Hybrid Learning in pre-test and post-test of experimental group.
- There was significance difference existence in the impact in English oral communication skill through Hybrid Learning in post-test and retention of in experimental group.

SUMMARY & CONCLUSION

Education department have a Traditional method of teaching initiates with their students such as Reinforcement of English Language improve oral communication skill in school. These hybrids learning are very skilful impacts in English language improving oral communication skill, which found specific examples where ALM, SALM, ABL method of teaching was less effective than alternative methods for specially English Language. Advised of new methods with good implementing in their present situations because of we should avoid memory without understand, less interest to learning and communicate through English language. This Hybrid learning is very modulated and effective with students in present.

Hence, it is concluded that among both the methods taken under this study are good for teaching English. Out of the previous methods, hybrid learning method strategy was found more suitable & effective with respect to their achievement marks. When achievement on post-test. Experimental group students performed better than traditional method groups students on post-test. Thus hybrid learning strategy of English oral communication proved to be better than ALM and other method of teaching.

As the retention (Table No: 4) is concerned hybrid learning method of teaching is far better than ALM and other method of teaching strategy. This is probably due to the fact that teaching through hybrid learning is individualized and computer based learning. Moreover in this method the students are able to get instant feedback. In this method, students physical with psychologically get reinforcement at each and every moment in their traditional class room. Hybrid learning of teaching has the extra benefit for the help of students in the form improving oral communication skill through audio, video, picture animation, dialogue, storytelling, public speaking, games, creative cartoon with dialogue & drama scripts etc. When students were taught through, both strategies than it was found that the acquired retention was better in case of hybrid learning method.

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