

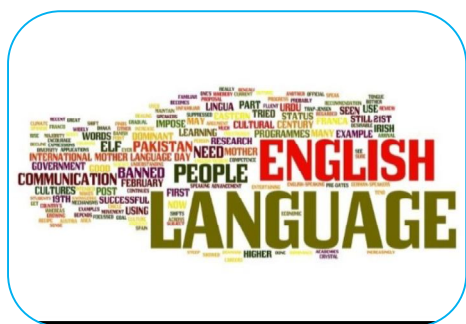


ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 8 | MAY - 2019



A STUDY TO ASSESS THE INFLUENCE OF BLENDED METHOD IN EFFECTIVE ENGLISH LANGUAGE LEARNING

D. Meenakshi¹ and Dr. R. Babu²

¹ Research Scholar, Department of Education, Annamalai University, Annamalai Nagar, Tamil Nadu

² Professor and Head, Department of Education, Annamalai University, Annamalai Nagar, Tamil Nadu

ABSTRACT:

Blended teaching has an important role to play in today's world. Existing Blended teaching methods and components will continue to exist in the classroom processes since they play cultural and social roles as well as informational roles. There will always be a need for physical objects and social settings in teaching. These demands will also be augmented by digital environments. The use of blended teaching components will allow students to share common information, resources and communicate easily as needed. The Investigator wants to know the effectiveness of blended

method of teaching English at higher education level, i.e. the students studying the Computer Science Engineering. The purposive sampling technique has been used in the selection of the sample of as many as 60 students from the Computer Science Engineering studying in a Self Financing Engineering College, Chennai, Tamil Nadu. Experimental method has been adopted in the present study which consists of (a) Control Group (Traditional method of teaching), (b) Experimental Group I (self-learning by the students using ICT) and (c) Experimental Group II (Teaching by using traditional method and ICT). Each Group consists of 20 students. Thus, the investigator has contributed to the field of education that there is effectiveness of the blended method of teaching English to the computer science engineering students.

KEYWORDS: Blended Method, English Language Learning.

INTRODUCTION : The current era is characterized by rapid changes resulting from scientific and technological advances, including information technology. Keeping up with these changes is necessary in the education system to cope with problems that may arise from them, such as the large volume of information and increase in the number of learners, coupled with teacher shortages. These changes in science and technology ushered in many new teaching and learning methods, such as e-learning and

blended learning particularly in research and self-development areas, as a revolution in information technology, which has virtually turned the world into a global village. The former led to a greater need for learners to engage in multivendor environments, and the latter, for people to share their experiences with others.

With the exponential growth of ICT, the higher education environment is expected to have a greater focus on meeting students' expectations with more emphasis upon widening their participation in ICT. The use of ICT in higher education has also necessitated the concern with.

development of lifelong learning skills, the emergence of new subject discipline and increased use of technology in learning

NEED AND IMPORTANCE OF THE STUDY :

The investigators want to know the effectiveness of blended method of teaching English at higher education level, i.e. the students studying in the computer science Engineering course. Blended teaching has an important role to play in

today's world. Existing Blended teaching methods and components will continue to exist in the classroom processes since they play cultural and social roles as well as informational roles. There will always be a need for physical objects and social settings in teaching. These demands will also be augmented by digital environments. Effectiveness of blended teaching components will allow students to share common information resources and communicate with them easily as needed. In special cases, professional learners collaborating with common information resources to solve real problems will exist. In many respects, Blended method of teaching English components will become digital at higher education level. Hence, the investigator is very much interested in studying the effectiveness of blended method of teaching. Hence, the present study has a high need and importance at the present time.

RELATED LITERATURE

Thelal Iqab Oweis (2018) conducted a study on the effects of using a blended learning method on students' achievement and motivation to learn English in Jordan. The study sample comprised of 34 students who were selected purposefully and distributed into experimental and control groups. The experimental group studied English through a computerized program melded with the traditional method, whereas the control group was taught solely by the latter. The analysis of covariance (ANCOVA) revealed statistically significant differences in achievement between the two groups, indicating that the experimental group performed better than the control group. Significant differences were also found in the motivation of the respective groups to learn English.

Hanan Tawil (2018) conducted a study on the blended learning approach and its application in language teaching. The study results help the guide language instructors in understanding the practice and implementation of the blended learning approach. The major conclusions of the study are that blending learning enhances the learner's experience of a new language, and offers greater efficiency in the communication and practice of that language. Efficient and user-friendly technology, with direction/instruction and practice in a face to face setting, are seen as the key to successful blended learning language instruction.

OBJECTIVES OF THE STUDY

- To study if there is any significant difference between the male and female computer science students in respect of their pre test scores in the achievement test in English for the control group.
- To study if there is any significant difference between the male and female computer science students in respect of their pre test scores in the achievement test in English for the experimental group I.
- To study if there is any significant difference between the male and female computer science students in respect of their pre test scores in the achievement test in English for the experimental group II.
- To study if there is any significant difference between the male and female computer science students in respect of their post test scores in the achievement test in English for the control group.
- To study if there is any significant difference between the male and female computer science students in respect of their post test scores in the achievement test in English for the experimental group I.
- To study if there is any significant difference between the male and female computer science students in respect of their post test scores in the achievement test in English for the experimental group II.
- To study if there is any significant difference between the computer science students residing in the urban area and in the rural area in respect of their pre test scores in the achievement test in English for the control group.
- To study if there is any significant difference between the computer science students residing in the urban area and in the rural area in respect of their pre test scores in the achievement test in English for the experimental group I.

- To study if there is any significant difference between the computer science students residing in the urban area and in the rural area in respect of their pre test scores in the achievement test in English for the experimental group II.
- To study if there is any significant difference between the computer science students residing in the urban area and in the rural area in respect of their post test scores in the achievement test in English for the control group.
- To study if there is any significant difference between the computer science students residing in the urban area and in the rural area in respect of their post test scores in the achievement test in English for the experimental group I.
- To study if there is any significant difference between the computer science students residing in the urban area and in the rural area in respect of their post test scores in the achievement test in English for the experimental group II.

HYPOTHESES

1. There is no significant difference between the male and female computer science students in respect of their pre test scores in the achievement test in English for the control group.
2. There is no significant difference between the male and female computer science students in respect of their pre test scores in the achievement test in English for the experimental group I.
3. There is no significant difference between the male and female computer science students in respect of their pre test scores in the achievement test in English for the experimental group II.
4. There is no significant difference between the male and female computer science students in respect of their post test scores in the achievement test in English for the control group.
5. There is no significant difference between the male and female computer science students in respect of their post test scores in the achievement test in English for the experimental group I.
6. There is no significant difference between the male and female computer science students in respect of their post test scores in the achievement test in English for the experimental group II.
7. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their pre test scores in the achievement test in English for the control group.
8. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their pre test scores in the achievement test in English for the experimental group I.
9. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their pre test scores in the achievement test in English for the experimental group II.
10. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their post test scores in the achievement test in English for the control group.
11. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their post test scores in the achievement test in English for the experimental group I.
12. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their post test scores in the achievement test in English for the experimental group II.

METHOD

Experimental method has been adopted in the present investigation. Three groups were formed i.e., control group, Experimental group I and Experimental group II. The control group constitutes 20 computer science engineering students and they were taught English using the traditional method i.e., the investigator taught them by utilizing the black board. In the experimental group I, another 20 students from the computer science engineering department learnt English by the using ICT. The third

group, viz., experimental group II constituting another 20 students from the same department were taught English by utilizing the ICT and supported with the traditional method.

SAMPLE

Purposive sampling technique has been adopted to select the sample of 60 students from the computer science engineering department of the private engineering college, Chennai, Tamil Nadu.

TOOL

Achievement Test in English constructed and validated by the investigator has been used in the present study. The Achievement Test in English consists of 40 multiple choice questions. The correct answer was scored as 1 and the wrong answer as 0. Here the minimum score one can get was 0 and the maximum was 40. The reliability and validity of the achievement test in English has been found to be 0.71 and 0.84 by the investigator.

DATA ANALYSIS

Table 1 to 3: Showing t-values of Computer Science Engineering Students Achievement Test in English for the Pre-Test Scores

Table-1

SUB SAMPLES	CONTROL GROUP			
	N	MEAN	SD	t-value
MALE	8	14.6250	3.70087	2.12 (Significant)
FEMALE	12	11.7500	1.21543	
URBAN	8	12.0000	1.06904	1.39 (Not Significant)
RURAL	12	13.5000	3.47720	

Table-2

SUB SAMPLES	EXPERIMENTAL GROUP I			
	N	MEAN	SD	t-value
MALE	15	14.2000	1.01419	0.22 (Not Significant)
FEMALE	5	14.0000	1.87083	
URBAN	10	14.6000	1.17379	1.72 (Not Significant)
RURAL	10	13.7000	1.15950	

Table-3

SUB SAMPLES	EXPERIMENTAL GROUP II			
	N	MEAN	SD	t-value
MALE	9	26.8889	1.45297	0.37 (Not Significant)
FEMALE	11	27.1818	2.04050	
URBAN	7	26.5714	1.71825	0.89 (Not Significant)
RURAL	13	27.3077	1.79743	

Table 4 to 6: Showing t-values of Computer Science Engineering Students Achievement Test in English for the Post-Test Scores

Table-4

SUB SAMPLES	CONTROL GROUP			
	N	MEAN	SD	t-value
MALE	8	24.1250	1.95941	0.92 (Not Significant)
FEMALE	12	23.3333	1.72328	
URBAN	8	23.8750	2.23207	0.41 (Not Significant)
RURAL	12	23.5000	1.56670	

Table-5

SUB SAMPLES	EXPERIMENTAL GROUP I			
	N	MEAN	SD	t-value
MALE	15	27.8000	2.45531	0.11 (Not Significant)
FEMALE	5	27.6000	3.57771	
URBAN	10	27.6000	2.71621	0.24 (Not Significant)
RURAL	10	27.9000	2.76687	

Table-6

SUB SAMPLES	EXPERIMENTAL GROUP II			
	N	MEAN	SD	t-value
MALE	9	33.6667	3.74166	1.07 (Not Significant)
FEMALE	11	32.0909	2.58668	
URBAN	7	34.2857	3.40168	1.51 (Not Significant)
RURAL	13	32.0000	2.85774	

FINDINGS

1. There is a significant difference between the male and female computer science students in respect of their pre test scores in the achievement test in English for the control group.
2. There is no significant difference between the male and female computer science students in respect of their pre test scores in the achievement test in English for the experimental group I.
3. There is no significant difference between the male and female computer science students in respect of their pre test scores in the achievement test in English for the experimental group II.
4. There is no significant difference between the male and female computer science students in respect of their post test scores in the achievement test in English for the control group.
5. There is no significant difference between the male and female computer science students in respect of their post test scores in the achievement test in English for the experimental group I.
6. There is no significant difference between the male and female computer science students in respect of their post test scores in the achievement test in English for the experimental group II.
7. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their pre test scores in the achievement test in English for the control group.
8. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their pre test scores in the achievement test in English for the experimental group I.
9. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their pre test scores in the achievement test in English for the experimental group II.
10. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their post test scores in the achievement test in English for the control group.
11. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their post test scores in the achievement test in English for the experimental group I.
12. There is no significant difference between the computer science students residing in the urban area and in the rural area in respect of their post test scores in the achievement test in English for the experimental group II.

CONCLUSION

Effectiveness of Blended method of teaching English of the Computer Science Engineering students was found to be effective in influencing the achievement in English as it is evident from the post- test scores of control and experimental groups. The findings of this study would have meaningful implications for parents, teachers, educational planners and learners.

REFERENCES

1. Best, J. W., & Kahn, J. V. (2006). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Hanan Tawil. (2018). The Blended Learning Approach and its Application in Language Teaching. International Journal of Language and Linguistics, 5(4).
3. Thelal Iqab Oweis. (2018). Effects of Using a Blended Learning Method on Students' Achievement and Motivation to Learn English in Jordan: A Pilot Case Study. Education Research International, Vol. 2018, Article ID 7425924, 7 pages. <https://doi.org/10.1155/2018/7425924>.