

ЭФФЕКТИВНОСТЬ СМЕШАННОГО ОБУЧЕНИЯ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА В КАЧЕСТВЕ ВТОРОГО ЯЗЫКА

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В статье обсуждаются основные результаты экспериментального внедрения смешанных технологий обучения в образовательный процесс изучения английского языка. Согласно статье, смешанное обучение, осуществляемое при посредничестве сетей с использованием компьютеров и Интернета, может быть успешным, если в процессе обучения роль учащихся и их самостоятельность будут усилены, а акцент будет смещен с преподавания на обучение и с учителя на ученика. На основе практического опыта был проведен сравнительный анализ, и автор приводит обоснованные аргументы в пользу этой технологии.

Ключевые слова: смешанное обучение, самостоятельное обучение, очный режим, подрывные инновации, разрушительные инновации, веб-обучение.

THE EFFECTIVENESS OF BLENDED LEARNING IN ESL

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The article discusses the main results of the experimental implementation of blended learning technologies in the educational process of studying English. According to the article, the blended learning, mediated by networking with the use of computers and the Internet, can be successful if in the learning process the role of students and their autonomy will be strengthened and the focus will be shifted from teaching to learning and from a teacher to a student. Based on the practical experience, the comparative analysis was undertaken, and the author gives valid arguments in favor of this technology.

Keywords: Blended learning, self-paced learning, face-to-face mode, subversive innovations, disruptive innovation, web-based learning,

Today in the era of globalization, there is no doubt that the English language becomes the main component and means of integrating a variety of aspects and world community life. The scientific and technological development of modern society, social and other areas of our lives, among other things, enhance the positive motivation of students to learn English, and also encourage their teachers and tutors to look for those new effective methods, technologies and types of educational activities that would be adequate to modern trends and challenges in teaching foreign languages.

The concept of blended learning appeared in the early 2000s. in American business as a method of staff training and retraining, and later, after the release of the first books of authors Bonk and Graham Handbook of Blended Learning, 2006 and Garrison and Vaughan Blended Learning in Higher Education: Framework, Principles, and Guidelines, 2008. successfully used in the system of education [1].

Currently, the term blended learning mainly refers to the experience of combining integrated educational process, computer and web-based learning technologies with traditional classroom (face-

to-face) activities and techniques. It should be noted that most often blended learning tools include a classroom connected to the Internet, equipped with other modern multimedia and digital equipment, while the physical presence of both a teacher and students is mandatory.

Further, for a long time the term has undergone many interpretations, both by practitioners and theoreticians of linguodidactics. So, many consider such terms as “hybrid”, “integrated”, and “blended” education as synonyms for blended learning. The problem probably is that the term blended learning has different meanings for different people. And in this vein, you can say that this technology can be attributed to any combination of information and communication technologies, pedagogical traditions and innovations, old and new means of communication, demonstrations and visualizations etc.

As we can see, in the absence of an accurate definition, the meaning of blended learning technology is long time remained blurry and poorly distinguishable, easily replaced by other concepts. In 2006 Professor C.J. Bonk (Curtis J. Bonk) and his colleague C.R. Graham (Charles R. Graham) published the much awaited *The Handbook of Blended Learning: Global Perspectives, Local Designs*). The authors of the book carefully analyzed the breadth and ambiguity of the concept and gave it the following definition: “blended learning is a system of such blended learning that combines traditional face-to-face learning with computer-mediated technology”. [2]

Today, blended learning is seen as an example of “disruptive innovation” in education. It is believed that innovations can be “supportive” and “disruptive” - they develop along different paths and pursue different goals. “Supporting innovations” help leading manufacturers significantly improve the quality of products and services, regardless of costs and price increases for the end user. “Subversive innovations” are known for the fact that they also radically change and improve any area of our lives, while replacing expensive, complex and inaccessible goods or services with cheaper, simple and convenient analogues. As a “disruptive innovation” blended learning technology can take many forms. It is usually customary to talk about two forms, namely: integrated and concentrated. [3]

Integrated blended learning includes learning activities when computers and the Internet are fully integrated into the face-to-face learning process; learning activities are clearly structured and occupy about 50% of the planned lessons, leaving 50% of the time for classroom activities.

There are several blended learning models suggested by researchers. These models include:

Face-to-face driver – where the teacher drives the instruction and augments with digital tools.

Rotation – students cycle through a schedule of independent online study and face-to-face classroom time.

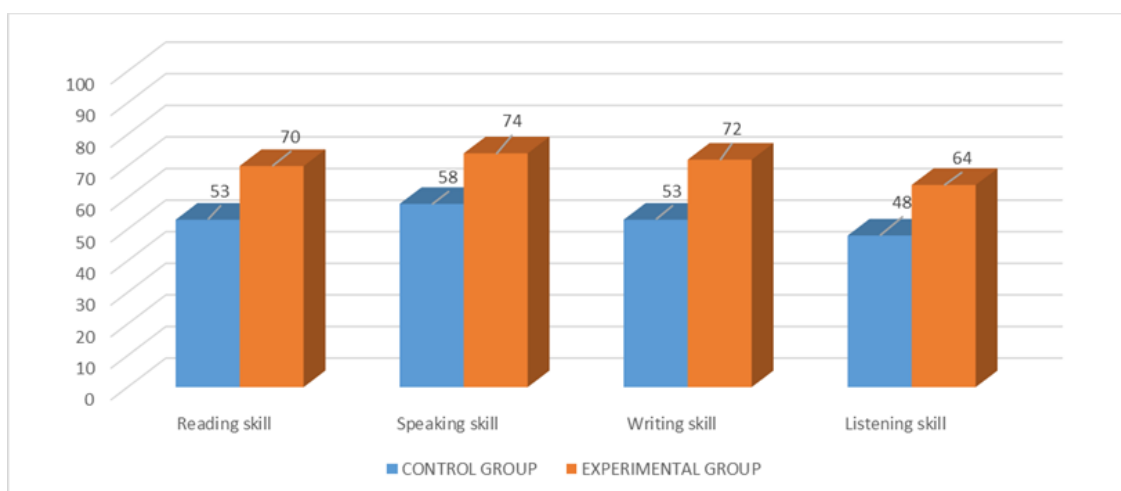
Flex – Most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support.

Labs – All of the 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 course work.

Online driver – Students complete an entire course through an online platform with possible teacher check-ins. All curriculum and teaching is delivered via a digital platform and face-to-face meetings are scheduled or made available if necessary. [4]

To show the effectiveness of the use of Blended learning models in teaching English and to prove its effectiveness on four main skills of speech by experimental results. Study group consists of 8th grade students in middle school located in Nur-Sultan, participants were selected through convenient sampling method. The participants of this study were divided into two groups. The two groups took different teaching methods, that is, for the experimental group, blended learning was utilized while for the control group, a traditional method of teaching was used which was also utilized in the mainstream instruction of the school. The total number of students were 25 in each group. Based on the result of the findings and discussion stated earlier, it can be concluded that the implementation of blended learning can improve the language skills proficiency of the students. The implementation of blended learning in language classroom was conducted with school students.



As shown in the above chart the control group's post mean score data differed from 14% to 17 % with the highest reading skills results. This result shows that the mean of the pre – post test score difference in the experimental group was significantly different to the mean of the pre-post test score difference in the control group. In other words, the results verified that the experimental group outperformed the control group in terms of developing students' knowledge. Therefore, the application of the web-based activities in the classroom is really needed so students can maximize their English language skills. Considering the all above, blended learning can be used as an alternative technique or activities in English class. The teacher should be active in facilitating the learning

through the application of online activities so that the activities can encourage students' critical thinking skills, such as comparing, classifying, inducing, deducing, analyzing errors, constructing support, abstraction, analyzing perspectives. The teacher's creativity in designing fun and dynamic communicative activities will be able to stimulate their learning interest and motivation. In relation to the classroom interaction, the students tried to interact fully in order to get a better solution for the problems. Students enjoyed the class and they were pushed to work hard in maximizing their potential to use their English. Another interpretation of the finding has to do with the kind of language input which students were exposed to. The language input for online based activities, which can be derived from wide range of sources that form the basis for communicative activities and practices, will help the students deal with real situations they are likely to encounter in the future. In contrast, the instruction received by the students in traditional method was so monotonous that they could not perform optimally during the teaching-learning process. Consequently, they often felt low motivated, less interest, and lack of participation in the teaching-learning process. On the other hand, through the Web exploration, students in the experimental group were guided to surf pre-selected Web materials that were rich in quantity and relevant and elaborate in quality for the intended study content. Another advantage of the learning model said by the students was that the language items that had been learned were not easy to forget as they found them through the learning process and not merely been told by the teacher. Another benefit that a Blended Course provides is the technological literacy students get through the use of virtual resources. Likewise, they can explore their topics in depth, look for information in English on the Internet, and reinforce their learning process through websites related to EFL learning with a wide range of exercises.

Moreover, they can peruse different databases and blogs to contact people around the world, chat with other students, construct cooperative learning environments, and organize their own virtual learning environment. Most of the studies that have been carried out on Blended Learning courses are featured presenting the positive and negative aspects of this form of teaching-learning processes. "Driscoll also emphasizes that educational technologies should ensure the development of personal communication and at the same time be correlated with the real professional tasks of educational program" [5]

On the one hand, they share similarities related to how useful a Blended Course could be when it is well-planned. In addition, students need to be given extensions of the Face-to-Face courses in which they develop skills at their own pace with the guidance of a teacher. Blended Learning can enhance their writing, spelling, listening, grammar, pronunciation and speaking skills, which indicates that the possibility of enhancing these skills exists.

Based on the result of the findings and discussion stated earlier, it can be concluded that the implementation of blended learning can improve the language skills proficiency of the students. The

findings revealed that the instructor and students alike responded positively to blended learning and it was suggested that blended learning is a promising tool in promoting effective learning in FLT. The improvement achieved by the students here is also supported by the fact that the application active-learning activities can improve the students' learning motivation and interest. As a result, they can interact actively during the entire process of learning. We concluded that the diversity and accessibility of electronic resources opens up new opportunities for the presentation of educational material in an accessible and interesting way. The potential of computer tools for the implementation of quality language training based on the principle of flexibility and variability allows students to determine the individual trajectory of studying the subject independently. It is safe to say that blended learning is a priority form of training in modern educational conditions, providing undeniable advantages for both teachers and students. Methods for delivering material in blended learning can include classroom activities (face-to-face), e-learning, and self-learning (self-paced learning). It successfully solves the problem with a limited number of teachers to help a large number of students to become "effective users" of a foreign language as soon as possible. This technology creates advantages for the effective teaching of a foreign language based on the principle of interactivity and the use of computer learning.

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