THE PERSPECTIVE OF THE STUDENTS ABOUT THE EFFECTS OF BLENDED LEARNING AT NATIONAL UNIVERSITY OF MODERN LANGUAGES (NUML) HYDERABAD CAMPUS

Nadeem Tasbiha[1], Salam Malika*[2], Jameel Areeba[3]

*[1,2,3]*Department of English*

[2]salammalika123@gmail.com

ABSTRACT

Blended learning is known formerly for being a distinct type of educational method that involves both teacher interaction and computing devices learning. This is the mixture of traditional and new learning. It all begins via a topic offered that requires both face to face like teacher being present in the classroom backed up by the use of technology. Like many institutions, National University of Modern Languages Hyderabad campus has also introduced the active method of blended learning to facilitate their students in education. Therefore, In this article, we have analyzed the effects of blended learning and in addition to this number of students of English Linguistics and Literature department of the National University of Modern Languages Hyderabad participated in answering the questions related to blended learning 5 students from each semester helped for filling the questionnaires. Research questions were close ended. The results are evaluated in the form of percentage

Keywords*: blended learning, face to face learning versus online learning.*

INTRODUCTION

Learning through technologies has become essential in today's world. Science and technology have opened a new era and it is revolutionizing our world; they have not only improved our physical comforts but they are also responsible for our mental and intellectual development plus knowledge is widely disseminated due the advancement in traditional method**.** Learning gives us a sense of achievement which enhances inner confidence and capabilities. When someone has eagerness to learn he/she make progress which leads to more interactions. Learning is fun when effective teaching tools are used; it grabs the attention of students and engages them in every way when the method of blended leaning is exercised Blended learning refers to the method of teaching by using both traditional and modern Approaches. That includes the use of technologies such as digital media along with traditional instructions by using different engaging class room activities that gives student a clear sense of learning. The most five common model of blended learning. Flipped mode, rotational model, flex model, enriched virtual model and face to face driver model. In the Flipped model instructor provides pre study material like video lectures, readings and online modules before the lecture and then engage students in discussion, group projects and exercises inside the class room.it is an interactive model that allows student to learn in their own comfort zone. Moreover, rotational model is a complete set of hybrid learning in which learners integrate through face to face instructions, online activities, small group discussions and independent study. On the other hand, flex model is a flexible learning technique in which learner are free to access online content resources and can also get in person support by instructor. Furthermore,

Enriched virtual model is basically an online learning strategy which also incorporates physical classes, workshops, assessments and group project.in addition to this Face to face driver model occurs inside a classroom, where the students are instructed by the mentors. This model is similar to traditional classroom approach that provides individualized support to students.

Blended learning is the efficacious learning also known as hybrid learning. Blended learning efficacy is determined by how instructors mix the two learning modalities into a coherent whole that blends the best of direct and online learning. Teachers are one who plays a crucial role for enhancing the blended learning in affected way, provides the innovative educational solution through a mix of different technological activities. In addition to this the most remarkable benefits for learners via blended method is particularly allows them to perform independent activities at their own pace and in their own environment. Yen and Lee (2011) assert that blended learning, intentionally merging the foremost factors of online and Face-to-face pedagogy, is probably to become the most predominant and important instructive model of the future. (p. 138). Institutions around the globe are considering the method of blended learning. Other than this, (Freihat, 2004) declared Blended learning has become of the current educational style, as well as one of the modern teaching trends in the twenty-first century. Furthermore, Hassan (2010) Blended learning is a technique of instruction that has a main purpose of helping the student in accomplished their desired results from learning by combining traditional education and e-learning patterns inside the classroom.

The National University of modern languages has also adopted the method of blending learning to provide quality education. It Facilitates the student by tutor- led activities, images, videos. Digital task and one-to one discussions. Likewise, the students are allowed to bring different digital technological devices such as laptop, mobiles, iPad, etc. In this article we have discussed about positive effects of blended learning that are faced by students of National University of Modern Languages Hyderabad.

1.1 Research objective:

The everlasting objective of this research is to emphasize the positive effects of blended learning on students by providing in-depth review of literature regarding the benefits of blended learning.

To discuss students perspective regarding blended learning as compare to traditional learning.

1.4 Research question:

This research will cover all this question with deep Analysis.

1. What are the students perspectives regarding blended learning and traditional learning?

1.5 Significance of study:
Every person has the ability to learn, but not everyone learns in the same way. There are different modified techniques that make the learning more interesting for students. Considering the outcomes of traditional method, most of the students favor blended learning. As per the recent studies are concerts blended learning has played a vital role in enhancing the academic activities of the students. It not only makes the subject more interesting but also adds to the active participation of the students during the class. Thus this method of learning is widely adopted around the world, especially in educational sectors.

Chapter 2 Literature review:

2.1 Effects of blended learning:
Dziuban, Hartman & Moskal (2004) in three years of study come to conclusion that blended learning method always gives better success rate rather than other methods. Similarly, Akkoyunlu and Soylu (2006) Observed students and determines that students more enjoyed and participate in blended learning and declared it as the successful method in learning. Moreover, Chen and Jones (2007) defines other benefits of blended learning that it gives extra and better understanding of topics by Utilizing different web-based methods and In addition to active participation of students in class. On the other hand, Azizan (2010) investigated that make use of technologies in face-to-face class room provide additional resources for the students and looked for the improvement of learners confidence,

capability and additionally the quality of schooling.

Furthermore, remarkably blended learning is explained by Stacey and Gerbic (2008) that it is exercise which encourage high quality achievement in learning and high teacher satisfaction, a manageable workload that gives staff members time for research and study, and a practice that supports the accomplishment of high-quality learning outcomes and enjoyable student learning experiences. (p.965). Blended learning is an amalgamation of traditional one-on-one and online learning so in such manner guidance appears both in the classroom and online, and in that place the online constituent becomes an innate extension of traditional classroom learning.(Colis & Moonen, 2001 cited in Rovai & Jordan, 2004, p.3). Adas & Bakir, (2013) stated that blended learning has several benefits such as the blended learning can be utilized successfully to assist language learners in strengthening their language abilities. When blended learning is used instead of traditional learning,learners skills are improved such as speaking, listening, reading and writing. Along with this Albiladi., & Alshareef,. (2019) uttered that blended learning is an effective method of learning which involves face to face interaction plus online learning. According to research, employing blended learning instead of traditional or online teaching methodologies leads in numerous quality benefits for both students and the learning environment. Improving the English learning process, boosting language abilities, and improving the English learning environment are some of the advantages

This method is widely used nowadays and hence becomes so common in today's world. Not only this, Adas and Bakir (et al 2013) examined the students to know whether the blended learning helps in improving writing skills or not for conducting this study sixty EFL students were chosen from a Palestinian institution. The students were placed into two groups: one received traditional face-to-face instruction in English writing, while the other received instruction through a blended learning methodology. The researchers discovered that the people in a group that was taught via blended learning performed one step ahead in writing than the other group at the end of the training period. In other words, the usage of blended learning helped in the enhancement of writing skills among the EFL participants. According to the study, blended learning improved many aspects of the participants writing, including grammar, spelling, punctuation, and paragraph coherence.

Furthermore, Young (2002) stated because not all pupils study in the same way, the traditional method is not appropriate for all students. By combining face-to-face and online learning, blended learning gives a better direction, while including online learning gives conventional learning more flexibility and accessibility. Also, Fearon., Starr., & McLaughlin,. (2011) stated that students of the university provided their qualitative views regarding how the blended learning is useful. In many circumstances, for pupils, blended learning was more practical than conventional face-to-face training. Versatile and helpful; motivating and sharing ideas; class interaction and explaining of ideas, communicating and teamwork; developing project leadership abilities were some of the benefits also they stated that it is better than pure eLearning.

Utami, I. S, (2018). The goal of this study was to see how a blended learning model affected high school students' achievement. This study used an experimental research approach with a randomized Pretest-Posttest Control Group Design. According to the findings of this study, the blended learning model contributed more effectively to students' productivity and boosted their performance during both class and examinations.

Waha,, & Davis, . (2014). According to a study conducted among master's degree students in library and information science in Australia. Students enjoy the convenience and ease of online learning, as well as the focus on personal learning networks that arise from face-to-face engagement along with teachers and classmates. Students demand the same level of quality from all modes of learning delivery. As a consequence, blended learning is a strategy that accommodates a variety of learning.

Ginns,., & Ellis,. (2009). This research's goal was to assess the degree-level quality of e-learning. According to the findings of this study, significant advancement In order to assess how these tools

influence students' learning, higher education must use information and communication technology (ICT). especially when they supplement face-to-face instruction. The e-learning scale is suitable for quality assurance activities involving ICT in the observed group of university students.

Gecer, , & Dag, . (2012) conducted a research in which Semi-structured questionnaire with open and closed-ended questions was used to collect data from freshmen students in the departments of mathematics and primary school education. In this course, the students explored a mixed educational environment for the first time. 67 students took part in the online survey, and the data was subsequently subjected to content investigation. The results suggested that carrying out the course of study, especially through electronic operations, had an optimistic effect on students' learning as well as evaluation. Students noted that the blended learning environment helped in their active engagement in course activities, and that they were able to follow the course content, homework, and assignments.

López-Pérez,., Pérez-López, & Rodríguez-Ariza,.(2011). This study was conducted at the University of Granada in Spain to find out students perspectives about blended learning. Total of 17 groups participated in the study, with 1431 students enrolling for the 2009–2010 academic year. According to the conclusions of this study, blended learning has decreased dropout rates and increased student exam performance. Additionally, students' attitudes about blended learning activities, as well as their age, background, and class attendance rate, are interlinked. Isti'anah, A. (2017) stated that the use of blended learning promotes better understanding then traditional teaching method for this study a research was conducted in English Letters Department, Sanata Dharma University Students' comprehension of a second language is thought to improve with blended learning. The majority of students discovered that participating in online activities helped them better understand and practice the content. In views of Indonesian Journal of English Education), Blended learning improves student's comprehension and interest in learning English grammar.

Ceylan., & Kesici. (2017) conducted quantitative research to check out the effect of blended learning on student's academic performance. A total of 53 students were enrolled in the experimental and control groups in 6th grade classrooms in a middle school in the southwest area of Turkey. The procedure lasted seven weeks. The results evaluated that the group that was exposed to blended learning performed better and had a good academic achievement. Moreover, Graham. (2013) stated that blended learning is widely used in higher education, with some academics calling it the "new traditional model." Along with this,(Khamis, 2003) stated that blended learning is built on mixing traditional learning with e-learning with its different forms within classrooms, blended learning is characterized as an effective process designed to assist the student through each step of learning.

Yulianti., & Sulistiyawati. (2020), According to a study conducted in Indonesia in 2019, students can not only improve their grades but also build their character with the support of the blended learning model. This study found that the blended learning method improved students' personalities by enhancing affective qualities such as discipline, independence, responsibility, and honesty. The participants in this study were 272 students enrolled in the Personality Development course at the University of Technokrats Indonesia during the academic year 2018/2019.

Chapter 3 Research Methodology:

3.1 Research design: The focus of this research is to determine the benefits of blended learning for English literature and linguistics students of National University of Modern Languages Hyderabad campus. This study used a quantitative method. This study is descriptive in nature.

3.2 Sampling

In this study, a simple random selection procedure was employed to select a group of students from the English literature and linguistics department from each semester who were easily approachable to participate in the study. Participants of this research study are around 40 students of National University of Modern Languages Hyderabad campus from English literature and linguistics department, 5 Participants were selected randomly

from each semester and were given questionnaire to answers 9 closed ended questions regarding the effects of blended learning in classroom.

3.4 Research instruments:
Research instruments which are used in this article to collect data are questionnaires that are distributed among students of National University of Modern Languages, Hyderabad campus. The questionnaire were closed ended in which

participants had a small number of possibilities, typically multiple-choice questions that only accept the words "yes" or "no" as responses

3.4 Data collection procedure
The information provided in the aforementioned piece was gathered from primary and secondary sources, with the primary data coming from surveys and the information that was secondary emerging from different article journals and books.
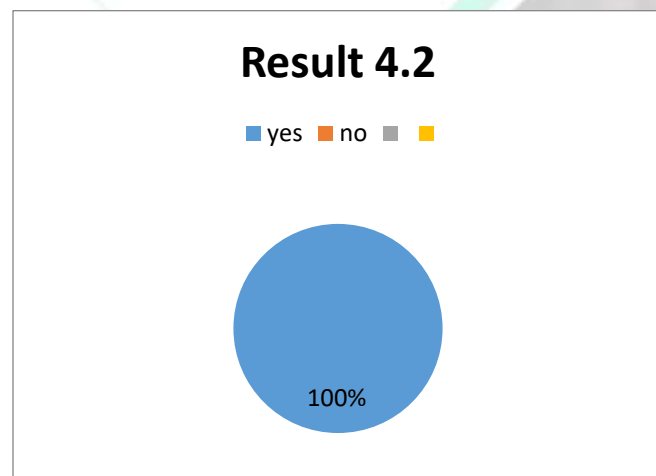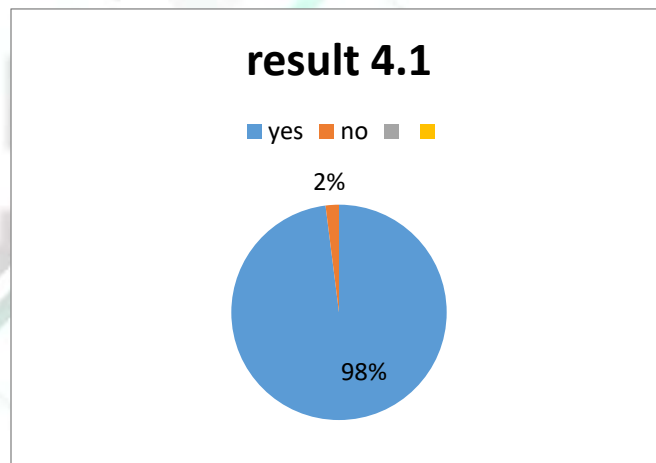
Codes	Female participants	Male participants	Total no of participants
Semester 1	03	02	05
Semester 2	04	01	05
Semester 3	03	02	05
Semester 4	04	02	05
Semester 5	02	03	05
Semester 6	04	01	05
Semester 7	03	02	05
Semester 8	03	02	05

Chapter 4: Data Analysis:
The collected data is analyzed on the basis of these questions. The participants were selected through random sampling strategy in order to get the different perspectives of students. Moreover, we used this strategy to get generalized data regarding the specific population of NUML students.

Q.1 Do you think blended learning is beneficial Result?

Q.2 Do you think blended learning is beneficial?'

Q.3 Do you believe that learners gain something beneficial from blended learning in some way?

Q.4 Do you think blended learning has improved your knowledge?

Q.5 Do you think blended learning encourages more active participation of students?

Q.6 Do you think images and lectures play a vital role in understanding of the topic?

Q.7 Do you consider that blended instruction takes a lot of time?

Q.8 Do you think you feel troubled while using technological devices with lecture of teacher together?

Q.9 Do you think you ask more questions while using this method of learning?

Based on the survey questions the result of question 1 shows a good response, with 98 percent of the participants agreeing that blended learning is a beneficial tool and only 2% of those students disagreed that blended learning is useful. According to the 2 question the results indicated that participants agreed 100% on the given statement that the teachers use blended learning method in the classroom. Moreover, according to the survey of question 3, 95% of the students agreed that blended learning benefits students, while only 5% disagreed. on the other hand, question 4 survey shows 96 percent of the participants agreed over the fact that blended learning has improved their knowledge while 4 percent disagreed over this statement. furthermore, the results generated from question 5 exhibit that, 83 percent agreed that blended learning promotes students to be more active participants in the classroom, while 17 percent disagreed. additionally, question 6 display the 100 percent result that images and lectures together plays an

essential part in learning the topic as the visual aids including the teacher lectures adds to the academic performance of the students. According to the survey question 7, 75% disagreed with the statement that blended learning is time consuming because it plays such an important part in learning, while the remaining 25% agreed with the statement. In accordance to question 8, most of the students did not feel troubled while using electronic gadgets along with the lecture of the teacher, at around 63 percent of the students disagreed over this statement and Whereas at around 37 percent of the students felt difficulty while using the technological devices along with the lecture of the teacher. the last question shows that 58 percent of the students considered the method of blended learning as an effective source to create an engaging atmosphere in the classroom. Through this method the students gain a clear comprehensive of the subject and also feel more at ease to ask related questions from the teacher approximately 42 percent of the students disagree with this statement.
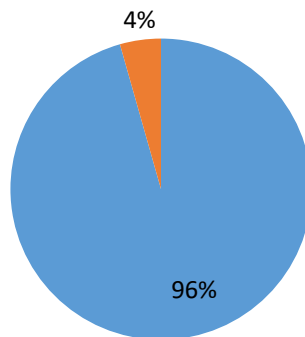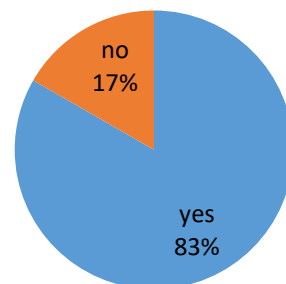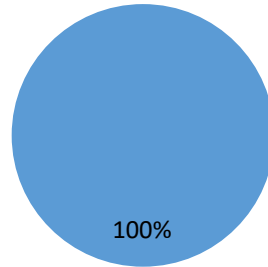
Result :

result 4.1

■ yes ■ no ■ ■

2%

98%

Result 4.2

■ yes ■ no ■ ■

100%

Result 4.3

Legend: ■ yes ■ no ■ ■

- yes: 95%
- no: 5%

Result 4.4

Legend: ■ yes ■ no ■ ■

- yes: 96%
- no: 4%

Result 4.5

Legend: (implied)

- no: 17%
- yes: 83%

Result 4.6

yes ■ no ■ ■

100%

Result 4.7

yes ■ no ■ ■
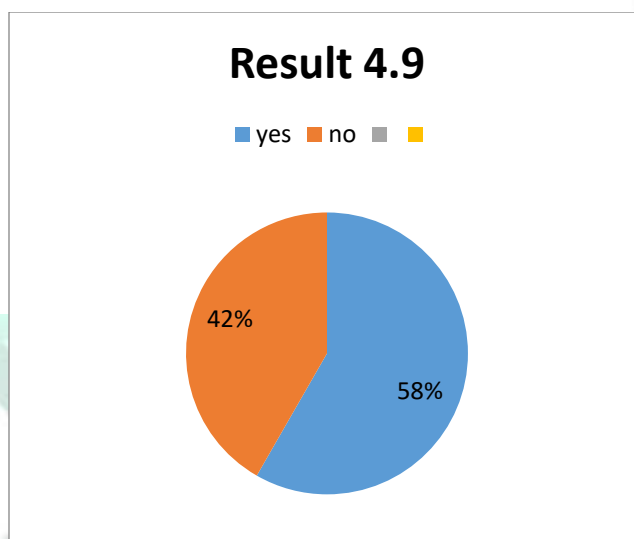
25%

75%

Result 4.8

yes ■ no ■ ■

38%

63%

Result 4.9

- yes
- no

42%

58%
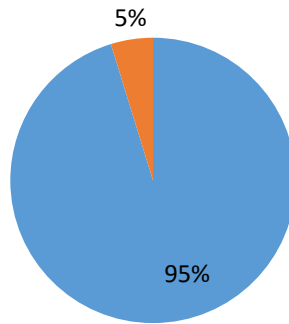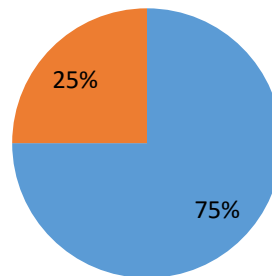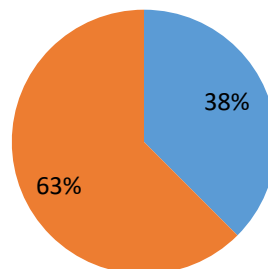
Chapter 5 : Discussion and Conclusion

5.1 Discussion:

Observation made from the survey indicates positive results regarding blended learning in English classroom at NUML University. The result of the study exhibits that blended learning has enormous effects on the students, considering the academic activities. it proves to be the most effective learning process in addition to this, teachers use this strategy to deliver their lecture in an interactive manner and thus makes the atmosphere of the classroom more engaging for the students. Moreover, the technique of blended learning has increased the knowledge of the students and made it easier for them to tackle the topic in different dimensions. Majority of the students declared that the method of blended learning is the foremost and leading method among all other learning methods. With the help of this method individuals have not only developed the habit of critical thinking but it has also led to their better performance. the observations made by the researchers Dziuban, Hartman & Moskal (2004) contrast with the results obtained from NUML students which states that the ratio of success is higher in blended learning as compared to other methods. Chen and Jones (2007) also supports the method of blended learning because it gives a clear comprehension of the topic with the use of different technologies that leads to the active participation of the pupil. In the same way, students of NUML were highly in favor of using visual aids along with the teacher assistance. along with this, just like the investigation of Azizan (2010) , the researcher of this research similarly analyzed that students were least bothered by the implementations of technologies in the classroom as it provides more informative and useful studying resources that positively contributes to their personal and professional growth. according to overall finding of this research blended learning is an efficacious method which constructs an highly engaging environment in which students feel ease to pose a question from the instructor.

5.2 Conclusion:

It is clearly illustrated from the above-mentioned blended learning discussions that it is an efficacious and most authentic source of learning that involves traditional method as well as online learning. Many educational institutions around the world use this method of blended learning as an important source of teaching .The aim of this research paper was to determine students perspective regarding the effects of blended learning according to the results obtained it is clear that Majority of the students prefers the strategy of blended learning over traditional method of learning as blended learning not only encourages the active participation of the students during classroom but also plays a crucial role in increasing their knowledge. Plus one of the major benefits of hybrid learning is that it is less time consuming and students enjoys the use of technological devices along with the lecture of the teachers. This

research was conducted among the students of National University of Modern Languages Hyderabad campus where the teachers use the method of blended learning in their daily lectures which facilitates the learning environment of the classroom.

5.3 Recommendation:

The educational institutions around the globe must introduce the blended learning method for well outcomes of academic performance in order to make them bonify student.

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