

HYBRID LEARNING IN ENHANCING COMMUNICATIVE SKILL IN ENGLISH

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ABSTRACT

The present study highlights the effectiveness of Hybrid-Learning in enhancing communicative skill in English among the Trainees of B.Ed from School of Distance Education, Bharathiar University, Coimbatore. Hybrid learning refers to mixing of different learning methods or mixing two or more methods for teaching learning process. It provides a way forward for educators who are interested in helping students to learn. Educators could ultimately create learning experiences to compensate for the shortcomings of, or at least to complement, conventional teaching. Brown, J. (2009) advocates that Hybrid learning is very suitable method for creating effective teaching learning experience in Teacher Education. Present study may be useful to ameliorate the B.Ed trainees for acquiring competencies in English communication. Objectives of the study: (i).To find out the acquisition problems of communicative skill in English among the B.Ed trainees.(ii).To find if there is no significant differences in achievement mean score between the conventional methods and Hybrid learning. Methodology: True Experimental method was adopted in the study. Sample: Eighty Trainees of B.Ed from School of Distance Education, Bharathiar University were considered as sample for the study. Forty trainees were considered as Control group and another forty trainees were taken as Experimental group. Tool: Researcher's self-made oral- achievement test towards the trainees on communicative skill was employed as tool for the study. Procedure of the study: (i).Measuring the hurdles of the trainees in communicative skill in English. (ii).Mixing of methods- Interactive learning, Face to face approach and Computer mediated learning (iii).Pre-oral test to Control group and Experimental group and Post-oral test to Control group and Experimental group. Findings: The trainees have less competence in communicative skills. There is a significant difference in achievement mean score between the conventional methods and Hybrid learning in enhancing communicative skill in English. Hybrid learning is more effective than traditional methods in enhancing communicative skill in English. Educational implications: It may be helpful to revamp the communicative skills of in-service teachers and pre-service trainees.

Keywords: Communicative Competency, Strategic Competency, Hybrid Learning, Pre-service Teachers and in-service Teachers.

INTRODUCTION

Communicative competency is a language user's grammatical knowledge of syntax, morphology, phonology and how to use the utterance appropriately. Acquiring communicative competency is indispensable for the teachers of pre-service and in-service. Using of appropriate language depends upon what the language teachers understand in norms of behaviour in the target language. Gumperz (1982) suggests that teachers have to equip communicative competency for effective classroom transaction. Teachers have to make the language learners understand the cross-cultural

differences in communication. Canel & Swain (1980) defined communicative competency in terms of three components

- Grammatical competence: words and rules,
- Socio-linguistic competence: appropriateness.
- Strategic competence: appropriate use of communication strategies.

Through influence of communication language teaching, it has become widely accepted that communicative competency should be the goal of language education. Developing the communicative competency in English

among the teachers is indispensable for ameliorating English language education. Hybrid learning becomes the emerging mode as a result of the introduction of new technology in education. The emerging modes consist of face to face components and computer-mediated communication. Successful Hybrid learning ensures the following acquisitions by the learners:

- Self-disciplined, motivated and committed
- Able to learn without frequent in-person interaction
- Have strong English reading and writing skills
- Able to communicate and collaborate respectfully across all races, religions, economic statuses, and sexes
- Well organized
- An independent worker
- Problem solver
- Goal oriented
- Able to work well in groups and
- Flexible.

Need of the study

Communicative competency is necessary for the trainees of teacher Education at B.Ed level. It makes the clear description; vivid narration and understandable demonstration among the learners of all levels .If the communication of the teacher is ineffective, the whole system of teaching-learning process may be spoiled and creates confusion in the class room environment. Teachers should acquire the challengeable competency in communication which can be revamped by using Hybrid learning instead of conventional method. Teachers face many problems due to inadequate experience in communicative skill through conventional teaching-learning process, but Hybrid learning approach is selected by the researcher and it is more effective than conventional method.

Review of Related Studies

Brown. J (2009) suggests that Hybrid Learning provides a way forward for educators who are interested in helping students to learn. Educators could ultimately create learning experiences to compensate for the shortcomings

of, or at least to complement, conventional face-to-face teaching. His paper assesses the learning effectiveness of students in Hybrid Learning Environment for two core courses at Dakota State University. In conclusion, the results attest to the viability of HLE. Video conferencing students are benefited from the virtual classroom setting (supporting web-site, asynchronous communication via electronic discussion board and email, and the opportunity to review the recorded class), while Internet students are benefited by reducing the anxiety and feeling of isolation through the opportunity to feel and experience the classroom setting. HLE affords alternative delivery mechanisms, thereby accommodating various learning models. Dunham (1992) describes a series of techniques for teaching complimenting behaviour, comparing how it is done in different cultures. Detroit, Michigan(1976) advocates the following: (i) the nature of communicative competence; (ii) the implications of communicative competence for second language teaching; and (iii) ways in which the teacher can begin to make a foreign language program more meaningful. No study on hybrid learning in communication competency was available, hence the study was undertaken.

Objectives

The researcher has framed the following objectives of the study:

- To find out the acquisition problems of communicative skill in English among the B.Ed in-service teachers, School of Distance Education, Bharathiar University, Coimbatore.
- To find out the significant difference in oral test mean score between the post-test of control group and the post-test of Experimental group.
- To find out the significant difference between the Pre-test of Experimental group and Post-test of experimental group in achievement mean scores of oral test of the teachers in English communicative competency.
- To find out if Hybrid learning is more effective than conventional learning in developing communicative competency in English among the teacher trainees.

Hypotheses

The researcher has framed the following hypotheses.

- Acquisition of communicative competency in English is difficult for the B.Ed in-service teachers of School of Distance Education, Bharathiar University, Coimbatore.
- There is no significant difference between the post-test of control group and post-test of experimental group.
- There is no significant difference between the pre-test of Experimental group and post-test of Experimental group in achievement mean scores of oral test of the B.Ed trainees/teachers in English communicative competency.
- Hybrid learning is more effective than conventional learning in developing communicative competency in English.

Operational definitions

Hybrid Learning refers to blended learning.

English communicative Competency is prescribed for the B.Ed trainees. Competency refers to skill of the language.

Method of study

Parallel group Experimental method (control group and experimental method) was adopted for the study. Post-test was administered for the control group. Pre-test-Treatment and Post-test were administered to the Experimental group. At the beginning, traditional methods of teaching to forty in-service teachers(control group) were given and their performances were tested by administering Post-test only (oral-achievement test) the scores of which were tabulated. Secondly, 40 Teachers of another group were selected as Experimental group who were involved for the pre-test (oral-achievement test) in the existing conventional method and after the treatment of using Hybrid learning. The Post-test (oral-achievement test)was administered in achieving communicative competency in English. The same tool was used for the Pre-test and the Post-test. Hence the experimental method, qualitative and quantitative approaches were adopted for the study.

Sample selected for the study

Eighty teachers were selected based on their scoring marks in a test.

Instrumentation

Researcher's- self-made Oral- Achievement-test was used as the instrumentation for the study. The Oral-Test assessed the acquisition of active and passive vocabulary, appropriateness in usage of words, using of proper pronunciation, stress, intonation, pause, and coherence and cogent in English language.

Description of instrumentation

- Acquisition of vocabulary-observing the use of passive and active vocabulary -10 marks.
- Appropriateness in usage of words - 10 Marks
- Using of proper pronunciation -10 Marks.
- Stress, intonation and pause - 10 Marks.
- Coherence and cogent - 10 Marks

Reliability of the tool

Test- retest method was used for the study. The co-efficient correlation was found to be 0.85 in the tool through test-retest method.

Validity of the tool

Content validity was established for the test through expert suggestions. Hence reliability and validity were properly established for the study.

Statistical Technique

Percentage, mean, SD and 't' test were adopted in the study for analyzing the tabulated data.

Procedure of the study

Phase 1: Assessing the problems of the teachers in acquiring communicative competency in English by existing methods through administering pre-test.

Phase 2: The problem of the teachers in acquiring communicative competency in English by existing methods was discussed with the trainees.

Phase 3: Discussion on the different methods.

Phase 4: Preparation of the tool with the help of the teachers.

Phase 5: Administrating post-test to the control group and tabulating the scores.

Phase 6: Administrating pre-test to the Experimental group and tabulating the scores.

Phase 7: Planning for Hybrid learning.

Phase 8: Preparation of activities for Hybrid learning.

Phase 9: Practicing Hybrid learning in the classroom.

Phase 10: Administering post-test towards the teachers of Experimental group.

Phase 11: Finding effectiveness of the Hybrid learning.

Data collection

The researcher administered pre-test to the teachers with the help of a Professor. The oral questions were asked by the professor and their competencies were assessed at the spot in the response sheets of the individual teacher and the obstacles of the teachers were identified by the pre-test. The causes of low achievement by existing methods were found out. The Hybrid learning method was practiced in the classroom. The post-test was administered and the effectiveness of the Hybrid learning method was found out.

Hypothesis testing

Hypothesis 1

Acquisition of communicative competency in English is difficult for the B.Ed in-service teachers of School of Distance Education, Bharathiar University, Coimbatore.

In the pre-test, teachers scored 28% marks in communicative competency in English through conventional method and the Experimental group teachers scored 56% marks. It proves that acquisition of communicative competency in English is difficult among the B.Ed in-service teachers of School of Distance Education, Bharathiar University, Coimbatore.

Hypothesis 2

There is no significant difference in achievement score between the post-test of control group and the post-test of experimental group (Table 1).

The calculated 't' value is (7.65) is greater than table value (1.96). Hence null hypothesis is rejected at 0.05 levels. Hence there is significant difference between the post-test of control group and post-test of experimental group in achievement mean scores of the teachers in communicative competency in English.

Hypothesis 3

There is no significant difference between the pre-test of

Stages	N	Mean	S.D.	df	t-value	Result
Post test control group	40	10.62	3.23	78	7.65	significant
Post Test Experimental group	40	16.56	3.21			

Table 1. Achievement mean scores between post-test of control group and post-test of Experimental group.

Experimental group and post-test of Experimental group in achievement mean scores of oral test of the B.Ed trainees/teachers in English communicative competency.

The calculated 't' value (8.73) is greater than table value (1.96) (Table 2). Hence null hypothesis is rejected at 0.05 level. Hence there is significant difference in achievement mean score between the pre-test of Experimental group and the post test of experimental group in achievement mean scores of the B.Ed trainees/teachers in English communicative competency.

Hypothesis 4

Hybrid learning is more effective than conventional learning in developing communicative competency in English.

Tables 1 and 2 prove and confirm that Hybrid Learning is more effective than traditional approaches in developing communicative competency in English. Mean scores in pre-test of Experimental group by conventional method (13.70) is less than the mean score of post test of Experimental group by using Hybrid Learning in acquiring communicative competency in English (19.65).

Findings

- Acquisition of communicative competency in English is difficult among the B.Ed in-service teachers of School of Distance Education, Bharathiar University, Coimbatore.
- There is significant difference between the post-test of control group and the post-test of experimental group.
- There is significant difference between the pre-test of

Stages	N	Mean	S.D.	df	t-value	Level of Significance
PreTest Experimental group	40	13.70	3.24	78	8.73	significant
Post Test Experimental group	40	19.65	3.21			

Table 2. Achievement mean scores between pretest of experimental group and post-test of Experimental group.

Experimental group and the post-test of Experimental group in achievement mean scores of oral test of the B.Ed trainees/teachers in English communicative competency.

- Hybrid learning is more effective than conventional learning in developing communicative competency in English.

Educational Implications

- Hybrid learning can be extended to the teachers at all levels.
- It can be encouraged to be implemented in adult education.
- It may be more supportive to promote teacher Education.

Conclusion

The study reveals that the B.Ed in-service teachers of School of Distance Education, Bharathiar University, Coimbatore have problems in acquiring communicative competency in English by using traditional approaches. Hybrid Learning

is more effective in acquiring communicative competency in English. Hence it will be more supportive to promote the competency of the teachers.

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