Enhancing LSRW Skills Through Blended Approach

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ARTICLE INFO	ABSTRACT
	The technological rise of the 21st Century with access to the internet has integrally changed teaching in just a few years. The technology invites learners to be more independent and the curricula to be more dynamic. Teachers need to complement their content and pedagogy expertise by utilizing online facilities. Blended learning is a natural development to the growing accessibility of e-learning, online resources, and the continued need for a human component in the learning experience. Blended learning ensures that the learner is engaged and driving his or her individual learning experience. This approach also helps to cater to the individual needs of the learner. Most students have unique learning styles and a blended approach is more likely to cater to those needs than a traditional classroom teaching experience. In blended learning, learner is more engaged using a variety of content types. Instructor can assess learner trends and act accordingly. To conclude, blended learning offers a multitude of real-world skills that directly translate into life skills. It offers possibilities to create a transformative environment that can effectively facilitate these skills. **Keywords:** Blended, learning, synchronous, internet, learning styles, classroom, online, accessibility.

INTRODUCTION

The technological rise of the 21st Century and widespread integration of those technologies into our society combined with access to the internet has integrally changed teaching in just a few years.

Penn State University (USA) cites the convergence of classroom and online education as the single greatest unrecognized trend in higher education today (Young 2002p. A33).

Blended learning is a natural development to the growing accessibility of e-learning, online resources and the continued need for a human component in the learning experience. A blended learning approach ensure that the learner is engaged and driving his or her individual learning experience. This approach also helps to cater to the individual needs of the learner, most students have unique learning styles and a blended approach is more likely to cater to those needs than a traditional classroom teaching experience.

Blended learning is a methodical integration of classroom face-to-face learning experiences with online learning experiences. It combines the strength of synchronous and asynchronous learning activities. The synchronous is the face to face traditional learning. asynchronous refers to the text-based internet learning activity.

The term blended learning must be differentiated from other forms of learning incorporating the online opportunities. It is not enhanced classroom learning nor is it fully online learning experience. But its two main components are face-to-face and internet technology. The real test of this is the effective integration of these components in such a way that it is not just an addition to the existing dominant approach or method. In blended learning pattern, there is a significant departure from synchronous and asynchronous approaches. A rudimental re-conceptualization and reorganization of teaching and learning dynamics is represented in blended approach. It is initiated with various specific contextual needs and contingencies likediscipline, developmental level and resources available. Hence blended learning designs vary with one another and no two designs are in any way similar.

A solid understanding of the features of the internet on one side and knowledge of how to effectively integrate internet technology with the most desirable and valued characteristics of face to face learning experience on

the other side. By possessing both of these, and in the process of effective integration of the same a quantum shift occurs and in terms of the nature and quality of the educational experience. The quality and quantity of the interaction and a sense of engagement in the community of inquiry and learning achieved through the effective integration of internet communication technology. The properties of the internet are so accommodative that the success and satisfaction of blended learning experiences can be attributed to the interactive capabilities of internet communication technology. A synchronous communicative technology has the ability to facilitate a simultaneous, independent and collaborative learning experience. This is to say that the learners are independent of time and space.

A concomitant property of learning with online technology is that it has a significant educational implication resulting from the emphasis on the written communication writing is one of the most effective forms of communication which encourages reflection and precision of expressions. When this is methodically integrated with the rich vigor and dynamics of the faster paced, spontaneous verbal communication in a face-to-face learning environment, the educational possibilities are multiplied. This is a hall mark of blended approach.

Another feature that formulates blended learning particularly effective is its ability to facilitate a community of inquiry. Community provides the stabilizing and cohesive influence that balances the open communication and limitless access to information on the internet. Also, the communities offer conditions for free and open dialogue critical debate negotiation and agreement. All these are the characteristic features of higher education. Blended learning has the capability of aiding these conditions and adds an important reflective element with multiple forms of communication to meet specific learning requirements. I would like to exemplify in this way at the beginning of the course, it may be advantageous to have a face to face class to meet and build a community, but when it comes to discussing a complex issue that requires reflection, it can be better accomplished through an asynchronous internet discussion forum.

The range and quality of interactive dialogue that can be established through blended learning is congruent with the widely accepted means of easing critical thinking and higher order learning. Hudson says, the very basic of thinking in rooted in dialogue, drawing on a socially constructed context to endow ideas with meaning (Hudson, 200 p 53) A blended learning context can provide the independence and increased control essential to develop critical thinking. It also encourages a scaffold acceptance of responsibility for constructing meaning and understanding.

Besides language, even in literature, asynchronous computer mediated conferencing supports the flexibility, reflection, interpersonal teamwork, skill development, motivation and collaborative learning environments. All these result in deep and meaningful understanding and community of inquiry. The discourse made through asynchronous internet communication tools, provides a platform where participants can confront questionable ideas and faulty thinking in more objective and reflective way, that might be possible in a face-to-face context. The supporting view is that there is a greater, focus on the substantive issues and less distraction or noise in an asynchronous text-based internet environment.

The internet discussion forums offer a permanent record and expenditure; hence the discussions are more thoughtful, reasoned and supported by evidential sources (Meyer, 2003). While competency in terms of writing skills is required, it also provides opportunity for learners to learn to express themselves in written form. Alternatively, face to face discussions have energy and enthusiasm that are spontaneous and contagious, but also viewed as "off the lip" the participants are to remember what has been said and be obvious that both are complementary in a quality learning environment.

In the world of e learning, the blended learning approach refers to the complementary use of e learning in the standard education model, due to the benefits it offers on a broad scale, to name a few, self-paced learning, testing and quizzing, monitoring and feed back.

Need for the Present Study
In our rapidly changing world, we find it difficult to overcome the learning challenge and the poor possible achievements.

To bridge this gap, the blended learning approach has become a part of effective education. It encompasses several domains including e-learning theory and online resources, etc. Hence, an attempt is made to focus on blended approach.

Blended learning Benefits
1. Learner is more engaged using a variety of content types:
To achieve engagement, the blended approach in learning uses a plethora of different material types video, audio and visually enhanced presentations are included in a blended learning course design to help learner engaged.
2. Different learner, different learning style:
Blended learning allows trainees to carry information home and have their own time to assimilate it without the pressure of keeping up with the rest of the class.

Quizzing and Testing online allows for trainers to have more time to educate on the physical class room environment

3. Instructor can assess learner trends and act accordingly:
The most useful benefit as it helps training become much more meaningful in practice with the e learning process being adjusted according to the learners' progress.
4. Improved feed back:
This advantage of blended learning is also very important for the learners as feedback is the primary indication of their performance & progress.
5. It can make learning fun:
Learning is not a one-sided all-serious process, an entertaining twist to the material is more likely to increase the engagement level of the learners.

OBJECTIVES

1. The following are the objectives of the present study:
2. To list different online methods of learning styles.
3. To impact on Blended learning approach.
4. To evaluate the benefits of blended learning.

Scope
The present study mainly deals with the benefits of blended learning i.e., face-to-face classroom interaction & online learning.

Data Collection
For the purpose of the present study, data has been collected from secondary sources like books, journals, websites and also internet.

LITERATURE REVIEW

Benefits of Blended Learning for LSRW Skills
1. Improved listening skills: Research by Syasha V. and Rajasekaran V. (2023) found that a blended model with a top-down approach can optimize listening skills by reducing cognitive load.
2. Enhanced student engagement: Blended learning combines face-to-face and online settings, promoting student engagement and motivation, noted by Yang et al. (2021).
3. Personalized learning: Blended learning allows for tailored instruction, catering to individual learning styles and needs.
4. Effective Blended Learning Strategies for LSRW Skills
Web-based models: Studies by Netty Huzniati Andai et al. (2023) and Katman Karnan et al. (2023) demonstrate the effectiveness of web-based blended learning models in improving listening skills.
5. Task-Based Learning
Incorporating tasks that promote problem-solving, critical thinking, and language use can enhance LSRW skills.
6. Technology integration
Leveraging technology can facilitate language practice, feedback, and peer interaction.
7. Key considerations for implementing Blended Learning
8. Teacher readiness: Evaluating teacher readiness for blended teaching is crucial, as highlighted by Graham et al. (2019).
9. Student motivation and self-regulation: Blended learning requires students to be motivated and self-regulated in their learning.
10. Cultural and linguistic considerations: Blended learning models should account for diverse cultural backgrounds and linguistic differences.
11. Future Research Directions
Investigating the impact of blended learning on LSRW skills: Further research is needed to explore the effectiveness of blended learning in enhancing LSRW skills.
Developing frameworks for blended learning: Establishing frameworks for blended learning can guide practitioners in implementing effective blended learning models.

DISCUSSION

The challenges and solutions in implementing blended learning Challenges:
1. **Technical issues:** Infrastructure, connectivity, and technical support can be obstacles.
2. **Teacher training:** Educators may need training to effectively integrate technology and blended learning.
3. **Student engagement:** Keeping students motivated and engaged in online components can be challenging.
4. **Solutions:**
5. Professional Development: Provide ongoing training and support for teachers.

6. Robust Infrastructure: Ensure reliable technology and technical support.
7. Flexible Design: Design blended learning models to support different learning styles.
8. Regular Evaluation: Continuously evaluate and refine blended learning approaches.
9. Content Integration: Seamlessly integrating online and offline content can be difficult.
10. Assessment and Feedback: Evaluating students' progress and providing timely feedback can be complex.

CONCLUSION

To conclude Blended learning offers a multitude of real-world skills, that directly translate into life skills. It offers possibilities to create transformative environment that can effectively facilitate these skills.

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