BLENDED LEARNING AS A TECHNOLOGY OF TEACHING FOREIGN LANGUAGES

DOI https://doi.org/10.30525/978-9934-26-496-2-14

Yumrukuz Anastasiia,
Candidate of Philological Science, Associate Professor, State Institution "South Ukrainian National Pedagogical University named after K.D. Ushynsky", Odesa, Ukraine
Email: yumrukuz.aa@pdpu.edu.ua
ORCID: https://orcid.org/0000-0001-8644-8655

Annotation. *In general, the problem of using mixed learning technologies has recently become particularly relevant, the works of both didactic teachers and purely methodologists of a foreign language are devoted to its research. Methodist scientists consider the main features of blended learning to be the active use of the latest information and communication technologies for the purpose of obtaining new knowledge; integration of various methods, approaches, methods and means of representation of educational material; paying significant attention to the independent work of students, which forms in them autonomy of thinking and search and analytical abilities. Like any other technology, blended learning technology has its strengths and weaknesses.*

Different models of blended learning are distinguished, while some single out separate models, others combine several models into one, due to which there is currently no common, unified classification of blended learning models. The most common and widely accepted models of blended learning include the flipped classroom; station rotation; laboratory rotation; flexible model; individual rotation; a la carte model; extended virtual model.

In this paper attention is paid basically to blended learning of the grammar. Based on the existing experience in the organization of blended learning of English grammar, it is possible to conclude that there are contradictions that a modern teacher may face. The technology of mixed teaching of English grammar must be implemented, based on the following fundamental elements: the role of the student; the role of the teacher; organization of the educational process outside the classroom; organization of the educational process inside the classroom. When teaching grammar in secondary schools, two main approaches are used: explicit and implicit. The explicit approach involves the explanation of rules and phenomena and, in turn, suggests the use of two methods: deductive and inductive. When applying the deductive method, students first of all study the rules using grammatical terms, then search

for a given grammatical phenomenon, and only then perform substitution, transformational, constructive exercises, and translation tasks. The author argues that during the grammar training of students majoring in language in a blended format, students can be offered to master the theoretical material independently, on the basis of the Moodle learning management system, in a specially created electronic educational environment using a video conference. This learning technology, which has received the name "inverted lesson" or "inverted classroom", can be used quite successfully in distant learning conditions, during quarantine or martial law. When using the inductive method, students analyze patterns with a certain grammatical phenomenon, then formulate the rules independently, thereby acting from the partial to the general. Next, training exercises are performed. In the implicit approach to learning grammar, the rules are not explained. This technique offers the use of two methods: structural and communicative. It is recommended to use the elements of the structural method when preparing video projects and listening, combining work on the Moodle platform and in the conditions of a video conference.

Keywords: *blended learning, teaching foreign languages, teaching grammar.*

외국어교육에서 블렌디드 러닝(Blended Learning) 수업 운영 연구

DOI https://doi.org/10.30525/978-9934-26-496-2-14

유므루쿠즈 아나스타시아,
언어학 박사,부교수,
우크라이나 남부 우신스키 국립사범대학,
오데사, 우크라이나
Email: yumrukuz.aa@pdpu.edu.ua
ORCID: https://orcid.org/0000-0001-8644-8655

국문초록. *이 연구의 목적은 온라인 강의인 플립러닝과 오프라인 강의인 PBL을 절충한 교수법인 블렌디드 러닝(Blended Learning)을 적용하여 시사 외국어 능력을 향상시키는 데에 목표를 두고 있다. 이 수업에서는 플립러닝은 온라인 수업으로 시사 내용에 대한 교실 밖 수업을 진행하고 교실 안 수업에서는 PBL을 활용하여 시사를 주제로 문제를 해결하여 발표하는 협력 활동을 진행하게 하였다. 학습자들은 본 수업을 통해 다음과 같은 효과를 얻을 수 있었다. 첫째, 시대의 흐름에 따른 학습 환경과 방법에 대한 변화에 빠르게 대처하여 새로운 교수 방법으로 학습 효과를 향상시킬 수 있다. 급변하는 사회에서 블렌디드 러닝이라는 민감한 교육 방법의 대처는 학습자들의 학습 동기와 요구에*

부응하여 외국어 교육이 지속 가능할 수 있는 학문이 될 수 있는데 도움이 된다고 본다. 둘째, 전문적이고 학술적인 분야로 그 사회의 상황 맥락의 흐름 파악이 중요한 시사 수업에서 플립러닝이라는 선학습으로 자기주도학습이 이루어지게 하여 교실 안의 본 수업 단계로 진입하였을 때 문제 해결 능력을 향상시켜 학문목적 학습에 필요한 전문 지식 및 전공 수학 능력 제고에 도움을 주었다. 셋째, 학습 방법 혼합의 측면에서 바라본 블렌디드 러닝에서 수업 모형을 개발하고 플립러닝의 수업 단계의 실제를 제시하여 시사 외국어 교수−학습을 상세화하였다는 데 의미가 있다고 본다.

주제어: *블렌디드 러닝(Blended Learning) 교수법, 외국어 교육, 학문목적 학습자, 외국어 교수−학습, 외국어 능력 향상*

Changes in the modern education system, global informatization of society, the emergence and spread of such forms of learning as e-learning (electronic learning), m-learning (mobile learning) finally logically led to the emergence of a completely new format of education – blended learning.

The formation of this form of education, as noted by scientists (C. Graham, S. Moebs, S. Weibelzach, D. Painter, R. Schenk, et al.) began in the 90s of the 20th century, although certain prerequisites were recorded as early as 1974, when M. Kruger first created a "video place", an artificial interactive environment that was fully controlled by a computer and terminologically is currently indexed as an element of gamification of the learning process.

The first mentions of the term "blended learning" can be found in the press release of the company Interactive Learning Centers, according to which this company offered, along with online courses, courses using the methodology of blended learning.

It is worth noting that until 2006 quite similar terms were circulating in scientific circles – blended learning, hybrid learning, technology-mediated instruction, web-enhanced instruction, mixed-mode instruction and others.

In 2006, the "Handbook of Blended Learning" was published, in which the concept of "blended learning" was defined for the first time, which meant a combination of face-to-face learning with learning controlled by computer technologies, as well as "a range of possibilities presented by combining the Internet and electronic mass media, with forms that require physical co-presence in the classroom of the teacher and students" [2, p. 13].

Moreover, at that time, as the researchers note, this term was not used to designate a generalized pedagogical theory, but to designate hybrid methods that developed in parallel with the practices of electronic learning, virtual learning, etc.

Only in recent years, in the studies of mainly foreign researchers (C. Bonk, C. Graham; M. Horan, H. Staker, et al.), the term "blended learning" was defined in the pedagogical context, and the theoretical, methodological, operational and procedural elements of its implementation in educational practice were considered.

Currently, there are a significant number of interpretations of the term "blended learning", but in the most generalized form, such learning lies in "mixing in various proportions traditional and e-learning, during which students acquire knowledge, acquire skills and develop competences both independently online and face-to-face (off-line, in classrooms) with the teacher and other participants in the learning process (groupmates), as well as providing an important requirement of the modern generation of young people – to study quickly, efficiently and in a mobile mode" [4, p. 176].

Synonymous with the term "blended mixed learning", one can find in modern literature such terms as hybrid learning, learning in a mixed mode (Mixed-Model Instruction) or learning through technologies (Technology-Mediated Instruction).

Among the elements of blended learning, the following are distinguished:

− distance learning (Distance Learning),
− classroom learning (Face-to-face Learning) and
− online learning [1, p. 123].

A. V. Tkachenko and T. V. Romanenko add to the elements of blended learning independent work of students instead of distance learning separately, highlighting the following components:

− distance (online) education of students via the Internet,
− traditional classroom learning and
− students' self-guided work [4].

Methodologists consider the following to be the main features of blended learning:

− active use of the latest information and communication technologies in order to obtain new knowledge;
− integration of various methods, approaches, methods and means of representation of educational material;
− paying significant attention to the independent work of students, which forms in them autonomy of thinking and search and analytical abilities.

Researchers from the Clayton Christensen Institute identified the parameters of blended learning that ensure the improvement of the quality of education:

− personalization;

− mastery-based learning;

− creating an environment of high achievements;

− students' personal responsibility for their own educational results [3, p. 131–135].

Despite the fact that e-learning is a key component of blended learning technology, researchers warn against mixing these terms, because there is a fundamental difference between them – in e-learning, there is no direct communication both between the student and the teacher, and between students, that is, there is no possibility of forming teamwork skills that blended learning technology is capable of developing.

In studies of blended learning, attention was repeatedly paid to the role of the teacher in such an organization of the educational process. In general, the role of the teacher in the technology of mixed learning can be characterized as follows:

− the teacher becomes a consultant for students when they determine their own educational trajectory;

− the teacher plays the role of a mentor (instructor) during students' mastery of educational material;

− the teacher becomes a facilitator of the learning process, i.e. helps to make this process as efficient as possible.

In institutions of higher education, for the implementation of mixed learning, the teacher selects such methods and tools that stimulate students to self-organization, independence and autonomy, helps to implement time management skills, etc. Therefore, the most important task of a teacher in mixed education is the methodical construction of one's own discipline as a sequence of actions and experience that students will receive during the course.

Like any other technology, blended learning technology has its advantages and disadvantages. So, the advantages of blended learning include the following:

− individualization of education;

− opportunities for self-development, autonomous learning;

− motivation of students, which contributes to the emergence of a sense of success, self-worth and ability;

− the possibility of implementing control forms for a large number of students at the same time and receiving instant feedback;

− increasing the amount of learning time, as well as quantitative indicators of learning materials;

− use of authentic educational materials in lessons;

− the possibility of attracting a significant number of students;

− the opportunity to change working conditions for the better;

− the opportunity to involve the strongest personnel and specialists in the educational process;

− the opportunity to save material resources;

− mastery of interactive learning technologies by all participants of the educational process;

− lowering the level of computer ignorance;

− team forms of training, because this format always involves working in a team;

− cost-effectiveness due to the reduction of costs for travel, food, clothing, etc.;

− the possibility to take into account the individual characteristics of the student when interacting with the teacher.

Disadvantages of blended learning are as follows:

− the fashion for blended learning attracts businessmen who are not interested in the quality of education, but only in the business aspect of this technology;

− the need to use remote, specifically online technologies, which are of crucial importance for the blended learning model. Thus, the lack of a stable Internet connection will call into question the use of a blended learning model.

− unpreparedness of the information and educational environment of educational institutions – universities and colleges – to support the integral process of e-learning and the implementation of the blended learning model;

− lack of teaching methods in the electronic environment and the unpreparedness of teachers to transit to a new quality level. The lack of training of the teaching staff both for conducting tutorials and for developing content for the electronic environment prevents the introduction of blended learning into the educational process;

− lack of a framework that regulates the development of electronic educational resources and the distribution of the teaching staff's workload, which causes teachers' fears and reluctance to work in an electronic environment;

− irregularity of reviewing educational materials and uneven mastering of educational materials by students;

− the teacher needs additional time to post the material as an online resource on Internet platforms;

− learners and teachers need some time and additional training to master the technical capabilities of e-learning.

Researchers distinguish different models of blended learning, while some distinguish separate models, others combine several models into one, due to which there is currently no common, unified classification of blended learning models. Given that this problem is not the main focus of our research, in this section we will consider the most common and generally accepted models of blended learning, which include:

- flipped classroom;
- station rotation;
- flexible model;
- a la carte model;
- extended virtual model.

Let us analyze these models below.

1. Flipped classroom. The Flipped classroom was first used in 2006 by American chemistry teachers Aaron Sams and Jonathan Bergman. The main idea of this type of classes is that the teacher provides students with material for independent study at home; then organizes a practical consolidation of the material in a face-to-face lesson. For the effective organization of such an "inverted" educational process, a necessary condition is the use of videocasts, podcasts and pre-vodcasting.

Among the inherent features of the "flipped classroom" is the orientation of the learning model to change the very essence of homework; introducing, among other things, word-cast technologies into this type of educational work: watching a video lecture; reading educational texts, examining explanatory drawings, schemes, diagrams, tables, etc.; passing tests for initial mastery of the topic. In turn, as part of the class work, a detailed analysis of the complex part of the studied theoretical material and discussion of the students' questions that arose at the stage of completing homework are possible. Let's emphasize that in the "flipped classroom" this type of activity takes up a little more than 25–30 % of the lesson time. Next, the teacher organizes consolidation of the material in practice with the help of practical tasks and tasks of the research plan. At the final stage, testing is conducted to identify the degree of understanding of the educational material.

Another meaningful characteristic of the "flipped classroom" model is the transfer of the teacher's leading role (and therefore responsibility) in education to the student. Opponents of this technology often accuse its followers of the fact that the model weakens the role of the teacher in

the educational process. However, the transition to "flipped" learning is "beneficial" for the teacher, because the time freed from work in the classroom can be devoted to self-education. At the same time, pre-wordcasting frees up time in class; then the teacher uses it to solve more complex professional tasks, such as consolidating and deepening the knowledge acquired by students on their own. Thus, teachers' working time is also used more rationally.

A careful consideration of the positive and negative aspects of the implementation of the "flipped classroom" model showed the predominance of the former over the latter. First of all, this approach allows students to work in a personal manner both chronologically and locationally; moreover, an indisputable advantage is the possibility of "inclusion" of parents in the educational process (they get the opportunity to evaluate the quality of education and provide assistance in preparing for the lesson to children who need additional support. Among the shortcomings of the discussed model, specialists, in particular, note that this format is not suitable for students with a low level of consciousness and educational self-discipline; in addition, the transition to the "flipped classroom" requires teachers to spend time and have a high level of IT mastery. However, the disadvantages of the "flipped classroom" model do not put under doubt its relevance and compliance with modern demands of society and, as a result, the requirements of standards in education.

2. Station rotation. In the station rotation model, the class is divided into groups, and these groups move between different stations. Some students start classes under the guidance of a teacher, while others work in groups or study online. Then the groups move to other stations so that they visit each one during the lesson. For example, a group that worked with a teacher moves to a project activity station where they work on collective projects. The last station of this group is an online learning station, where children work on computers or work with tablets.

The following station rotation option is most often used: students are divided into three groups according to the types of educational activities, each group works in its own part of the class (station): a station for working with the teacher, an online learning station, and a project work station. During the lesson, groups move between stations so as to visit each of them. The composition of groups varies from lesson to lesson depending on the pedagogical task.

There can be two stations – a station for working with the teacher and a station for online work. In this case, it is recommended to conduct

project work lessons or classes in an interactive form at least every third or fourth lesson. An option with four stations is also possible – a station for working with the teacher, a station for online work, a station for working on a collective project, and a station for individual independent work. The number of electronic devices is equal to the number of students divided by the number of groups. Thus, a class of 27 students will need 9 computers with the organization of work in three stations.

These pedagogical tasks can be solved by station rotation:

− increase in educational motivation;

− improvement of educational results;

− assistance to unsuccessful students;

− development of successful students (preparation for Olympiads and expansion of ideas about the subject area).

3. Flexible model. The implementation of a flexible model in a specific educational institution depends on its physical space. There is usually a central large classroom in which students have individual workplaces – mini-offices. Each student has a computer (or tablet) with which he studies online. Along the perimeter of the central space, there are many discussion rooms for working in small groups, for brainstorming, as well as scientific laboratories. In addition, there is a socialization zone in which students are placed on sofas, ottomans, etc. and continue to learn. The main thing is that students can move freely and group according to their needs. Thus, in the flexible model, the main idea is that students, unlike rotation models, are not limited in the amount of time allocated to one or another type of educational activity. Instead, each student has a flexible work schedule that changes depending on the need.

This is the most difficult to implement, but also the most promising model. In order to work in it, students must have developed self-organization skills, so the flexible model is usually used in senior classes.

If there is a team of teachers from the same subject, it is possible to implement teaching it in one or more parallels in a flexible model. The flexible model assumes that many restrictions in the system are removed: lesson boundaries, subject boundaries, etc., and each student gets the opportunity to move at his own pace. In the flexible model, the culture of high expectations, in which each student goes to his high goal, and the ability of the educational institution to create and maintain this culture become relevant.

4. A la carte model. The A La Carte model allows students to take asynchronous online courses with an online instructor in addition to other

courses, often providing more flexible student schedules. A La Carte courses are a good option in the situation where the educational institution does not have a full-time teacher, physical space for this subject, as well as for studying optional courses.

An example of this model is the use of the Pamoja approach. Pamoja is an online provider of International Baccalaureate (IB) courses and one of the IB curriculum providers.

Pamoja offers different courses for the IB Diploma program in two different formats:

1) completely online, taught by Pamoja teachers,

2) online content can be used as a supplement to the institution's educational course taught by a teacher at an IB institution.

5. Extended virtual model. The advanced virtual model is an alternative to online education that allows students to do most of their academic work online at home or outside the educational institution, but visit the educational institution for mandatory face-to-face classes with a teacher. Unlike the flipped classroom, programs with an extended virtual model usually do not involve daily attendance of classes in educational institutions; some programs may provide attendance only one or two days per week.

In this paper our attention is going to be focused on teaching English grammar in the framework of blended learning technology. Below we will present the general structure of work on English grammar at school using blended learning technology; as an example we are going to focus on the topic "Modal Verbs".

1. Warm-up exercise (warm-up); to introduce the topic, we ask students to read the text and write out the modal verbs from it, signing the meaning of each of them, which they had to understand from the context.

2. Topic introduction (acquaintance with the topic of the lesson). School students are invited to familiarize themselves with the theoretical material on the topic posted on the online resource.

3. Introduction of target vocabulary and new grammar structures in the context. Introduction of vocabulary and new grammatical structures in context. The students are asked to listen and read a dialogue/text using new grammatical structures, identify the grammatical structure as new, and guess the context of its use by key words. The student underlines a construction that is new to them (imitation of it), independently forms a rule (highlighting) and checks the meanings that were assigned to the modal verbs in exercise 1.

4. Structured fill-in exercises, *controlled practice*. The student performs a number of substitution tasks.

5. Transformation exercises. The student "transforms" a series of sentences without modal verbs into those containing modal verbs. As an additional option for exercises, puzzles, paraphrases, etc. can be used.

6. Reproduction exercise/Speaking activity. Example: a dialogue with the teacher, a written task (an essay with the specified modal verbs).

7. Combination exercise. Using the example of a grammar exercise, the student compares two/several grammatical constructions.

8. Round up/reflection. The student communicates with the teacher, difficult points are clarified.

9. Homework / homework check.

Based on the fact that the specificity of the formation of grammatical skills with the application of blended learning technology among students outside the classroom consists in the training of receptive skills, while the teacher's task in the classroom is the development of productive speaking skills, we suggest dividing the indicated model into two parts. That is, the student passes stages 1–4 as "homework" before the lesson. We suggest leaving the remaining stages for work in the classroom, expanding the range of exercises for transformation, speaking and combining. Stage (9) of performing and checking the homework is transferred to "online" (the student places the practical part of the homework on the Microsoft Teams platform).

Thus, blended learning opens up new opportunities both for the educational process in general and for teaching English grammar in particular.

References

1. Blended learning technology in the system of open postgraduate education / Ed. S. Kasian. Kyiv, 2019. 196 p.

2. Bonk C. J., Graham C. R. The handbook of blended learning environments: Global perspectives, local designs. San Francisco: Jossey-Bass/Pfeiffer, 2012. 189 p.

3. Innovations in learning technologies for English language teaching / Ed. G. Motteram. British Council, 2013. 197 p.

4. Tkachenko, A. V., Romanenko, T. V. Peculiarities of using the technology of mixed learning of students in the educational process of the university. *Proceedings*. *Series*: *Pedagogical sciences*, 198. 2021. P. 175–180.