

To Implement Blended Learning in the Classroom in Learning English as a Second Language (L2): A Case Study

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Abstract

This technological advancement has also reshaped the global educational landscape, shifting teaching and learning methodologies from traditional face-to-face interactions to blended and flipped classroom models. These innovative approaches involve a combination of electronic media and conventional teaching methods, necessitating active participation from both educators and students in classroom activities. This case study explores the enhancement of students' English language proficiency (L2) through the implementation of blended learning within a flipped classroom context, specifically focusing on Telugu medium undergraduate students at Govt. Degree College, Parkal. The analysis of student feedback highlights essential factors to consider when integrating blended learning and flipped classroom strategies, emphasizing their importance in fostering an interactive and collaborative environment for learning English as a second language.

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Introduction

India's education system, particularly higher education, has traditionally followed conventional methods since ancient times. However, with the advent of information technology in the 1990s, the landscape of teaching and learning began to evolve significantly. This transformation was marked by the adoption of innovative technologies that introduced new approaches to education. Technology, especially education technology, revolutionized teaching methods, making it possible for learners to access vast amounts of information effortlessly. The integration of these technologies laid the foundation for modern pedagogical approaches like Blended Learning (BL) and Flipped Classroom (FC). These innovative models prompted higher education institutions in India to acknowledge the importance of incorporating technology into their systems. The traditional teacher-centered, lecture-based methods characterized by rote learning gave way to more dynamic, student-centered, and task-based learning environments. This paradigm shift reshaped the teaching and learning processes by fostering greater interaction, engagement, and accessibility for students.

Blended Learning combines face-to-face instruction with online learning, offering a flexible and enriched educational

experience. Similarly, the Flipped Classroom model reimagines the traditional classroom by encouraging students to engage with learning materials, such as videos or readings, outside the classroom, reserving in-class time for interactive discussions, problem-solving, and application of knowledge. These approaches have proven to be highly effective in enhancing the quality of education. The integration of technology has transformed India's higher education from a conventional system to a modern, technology-driven framework. This evolution has enabled institutions to address the diverse needs of learners and leverage digital tools to enhance teaching efficacy. The adoption of Blended Learning and Flipped Classroom methodologies reflects a significant leap forward, reshaping the education system to align with the demands of the 21st century.

Blended Learning (BL) and Flipped Classroom (FC) integrate modern electronic devices such as computers, laptops, tablets, and smart phones, along with Internet connectivity, into the teaching and learning process. These approaches utilize specific platforms to deliver courses to learners, whether on-campus or off-campus, thereby offering flexibility and accessibility. Many researchers consider BL and FC as hybrid models that effectively combine face-to-face instruction with

online learning, bringing significant changes to the education system, particularly in teaching methodologies and learning experiences. Rovai and Jordan (2004) describe blended learning as a “hybrid classroom and online learning model that includes some of the conveniences of online courses while retaining face-to-face interaction.” This combination allows educators and learners to enjoy the benefits of both traditional and digital learning environments. The integration of in-person instruction with online components not only enhances the teaching process but also fosters active student engagement, self-paced learning, and collaborative interaction. Blended Learning and Flipped Classroom models have had a profound impact on education by providing innovative solutions to meet the evolving needs of learners. They effectively balance the advantages of direct, face-to-face interaction with the flexibility and resourcefulness of online education, making them pivotal in modernizing the teaching and learning process.

The effectiveness of Blended Learning (BL) hinges on teachers' ability to skillfully utilize internet resources and educational technology alongside traditional textbooks and a learner-centered approach. Similarly, the success of both Blended Learning and the Flipped Classroom (FC) depends on students' active engagement with assigned tasks, internet resources, teacher-directed activities, and prescribed textbooks. Picciano (2006) highlights that Blended Learning that involves determining an optimal balance between face-to-face classroom sessions and online instruction. This balance fosters independent, student-centered learning and encourages active interaction among learners, rather than merely delivering information. For example, instead of a traditional three-hour weekly classroom session, the class might meet for two hours in person, with the third hour dedicated to online discussions. This approach integrates the strengths of both traditional and digital learning environments. The success of these models requires a collaborative effort between teachers and students. Teachers must effectively design and implement offline and online classroom activities, while students must actively participate and practice these tasks. Together, they create a dynamic and interactive learning experience that supports deeper understanding and engagement. By leveraging both in-person and digital tools, Blended Learning and Flipped Classroom methodologies offer a robust framework for modern education.

Researchers emphasize that Blended Learning and Flipped Classroom models incorporate various instructional methods. Among these, Bull Master Day's recommendations are particularly relevant for creating an effective learning environment. He proposed three distinct types of instructions, which are integral to the success of Blended Learning and Flipped Classroom approaches. They are:

1. Traditional way of teaching
2. Learning through doing and problem solving exercises
3. Interactive learning

An effective Blended Learning (BL) and Flipped Classroom (FC) approach emphasizes personalized learning tailored to the needs and interests of individual learners. This method encourages independence by providing regular feedback on assignments and ensuring learners are fully engaged in their activities. Consistent feedback and active participation help students develop skills and deepen their understanding of the subject, fostering their growth into independent learners. Bull Master Day (2011) highlights that in a blended learning environment, material is divided into small, manageable

segments that students can easily access and process in various ways. This approach enhances cognitive engagement, enabling learners to grasp concepts more effectively. To support independence, teaching and learning in a blended or flipped classroom must be guided democratically. In this model, learners are given significant freedom to plan their learning journey and choose materials in consultation with their teachers. This collaborative approach allows students to take ownership of their education, creating a supportive and flexible environment that enhances learning outcomes. By blending structure with autonomy, the BL and FC methods make the learning process more accessible and effective, empowering students to become active participants in their education within a democratic framework.

In Telangana state, Govt. Degrees colleges in general and Government Degree College, Parkal, in particular many Telugu-medium students pursue undergraduate courses such as B.A., B.Com., and B.Sc. after completing their Intermediate (+2) education. However, these students, coming from a Telugu-medium (L1) background, often face challenges in developing English (L2) speaking skills. To address this issue, the study focuses on implementing Blended Learning (BL) and Flipped Classroom (FC) methodologies to teach English as a second language, specifically targeting Telugu-medium students enrolled in B.A. programs. This paper highlights the importance of BL and FC approaches in creating an effective environment for English language acquisition. These methodologies integrate traditional and modern teaching techniques, leveraging technology to enhance learning outcomes. By combining face-to-face instruction with online resources, the approaches offer students a more interactive and collaborative learning experience. The study also examines how teachers can maintain a balance between conventional methods and innovative technologies to provide a comprehensive L2 learning environment. By fostering active engagement and collaboration, BL and FC methodologies not only help Telugu-medium students overcome language barriers but also improve their communication skills. This research emphasizes the transformative role of these approaches in second language acquisition, making English learning more accessible and effective for students from regional language backgrounds.

The study explores the implementation of Blended Learning (BL) and Flipped Classroom (FC) instructional models for teaching General English to first-year B.A. students at Government Degree College, Parkal. Conducted by a researcher from the Department of English, the study involved a sample size of 20 first-year students. The primary objective of the General English course is to equip learners with a strong foundation in English grammar and vocabulary while boosting their self-confidence to communicate effectively in English with classmates, peers, and in public settings. Over time, students are encouraged and motivated to develop both accuracy and fluency in their spoken English. Additionally, emphasis is placed on enhancing their non-verbal communication skills to further strengthen their speaking abilities and build confidence. The instructional plan for the course allocates six hours per week, combining traditional and modern teaching methods to achieve these goals. Of these six hours, four are dedicated to conventional face-to-face classroom teaching and discussions. During these sessions, students actively participate by delivering speeches on assigned topics in front of their peers, fostering public speaking skills and engagement. The remaining two hours are

reserved for online learning activities, where students complete tasks and exercises designed to reinforce their classroom learning. This blended approach balances in-person instruction with digital tools, creating a comprehensive and interactive learning experience. By integrating traditional and technology-based methods, the study aims to provide an effective platform for students to enhance their English language proficiency and communication skills.

In the Blended Learning (BL) and Flipped Classroom (FC) approach, learners are tasked with preparing for lessons by reading assigned texts and watching videos before class begins. Class time is then utilized for peer and group discussions as well as presentations on the given topics. To transition from a traditional classroom to a BL and FC environment, the researcher utilized Google platforms to establish an online learning framework. The coursework is structured on a weekly basis, focusing on teaching specific grammatical elements, vocabulary, and relevant topics that students must present during the week. Learners are provided access to YouTube videos and various educational websites that align with the course content. These videos and resources are curated to supplement the topics taught and help students grasp the concepts effectively. After reviewing the materials and attending classes, students are encouraged to plan and prepare their speeches on assigned topics. To enhance engagement and improve language skills, play-based activities are incorporated into the learning process. Each week, learners are required to deliver mock speeches and participate in group discussions on assigned topics. These activities are carefully monitored and assessed during both face-to-face sessions and online meetings. The integration of online activities, offline preparation, text reading, and play-based tasks fosters a dynamic learning environment. This approach not only enables learners to articulate their thoughts confidently on assigned topics but also helps them develop problem-solving skills and self-reliance. By combining traditional and modern teaching techniques, this model ensures holistic language development and empowers students to effectively communicate in English.

A new rating system was introduced to assess and evaluate the learners' progress effectively. This system allocates 40%

of the coursework to activities, reading assignments, and learning tasks, both inside and outside the classroom. Another 30% is dedicated to the midterm examination, while the remaining 30% is assigned to oral presentations. This balanced distribution ensures that students are evaluated holistically, encompassing various aspects of their learning process. In addition, a questionnaire was designed to gather feedback from learners on face-to-face classes, classroom activities, and online learning tasks conducted during their first semester. This feedback provides valuable insights into the learners' experiences and the overall impact of the Blended Learning (BL) and Flipped Classroom (FC) approaches introduced at the beginning of the course. The data collected highlights the effectiveness and impressions of these innovative teaching methodologies. To facilitate learning and enhance outcomes, three distinct models were employed. These models serve as frameworks to enable learners to adapt to the blended and flipped classroom environment effectively, ensuring active participation, improved engagement, and skill development. By incorporating these models, the study aims to create an inclusive and interactive learning experience that supports the academic growth and confidence of the students.

1. Blended Learning Model of Instruction
2. Flipped Classroom format
3. Online Learning environment using the e-learning platform

The findings from the paper-based questionnaire distributed at the end of the term are summarized in the following tables. These tables reveal varied attitudes among learners regarding the concepts and features of Blended Learning (BL) and Flipped Classroom (FC). Before analyzing these responses, it is important to note that participants were given the flexibility to select multiple options from the choices provided for each question. This approach allowed them to express all applicable preferences and perspectives, providing a comprehensive understanding of their views on the blended and flipped learning methodologies introduced during the course.

Table 1: Learners' reactions on Blended Learning (BL) and Flipped Classroom

S. No.	Questions	Answers	%
1	Blended Learning and Flipped Classroom means (before joining this course)	I don't have any idea about blended learning and flipped classroom	60
		Using online sources	15
		Submitting assignments online	10
		Using ppts	10
		Any other (please mention) Using e-learning platforms Virtual classroom	05
2	Blended Learning Flipped Classroom means (after taking this course)	A new way of learning making learners to be independent and active	60
		Making use both face-to face and online materials	15
		Doing many activities and writing many assignments	15
		Any other (please mention) Lot of work and tiresome learning	10
3	What do you like about flipped classroom?	I am in full control of my learning: able to watch videos till I get it, reading online and offline, preparing questions and discussing in groups	48
		Class time is used to master skills through collaborative discussions and applying what I learned rather than only receiving knowledge from the teacher	30
		Attending to class with thorough preparation	10
		course material is always accessible on online	12

To assess the learners' understanding of Blended Learning (BL) and Flipped Classroom (FC) after completing the course, the researcher prepared several questions. Table 1, Question 1 presents the analysis of the learners' responses regarding these teaching models. The findings reveal that many students were initially unaware of what Blended Learning and Flipped Classroom involved. Approximately 60% of the learners reported having no prior knowledge about BL and FC before enrolling in the course. In contrast, 15% of the learners had a different perspective, associating Blended Learning and Flipped Classroom with the use of online sources. Another 10% believed that these models were primarily about submitting assignments online. A further 10% assumed that Blended Learning and Flipped Classroom were focused on the use of PowerPoint presentations during class sessions. Only 5% of the learners correctly identified that BL and FC involve the use of e-learning platforms and virtual classrooms.

These results highlight the importance of providing proper orientation to students about Blended Learning and Flipped Classroom methods before starting the course. An understanding of these teaching approaches is crucial for helping students effectively engage with the English language (L2) learning process in their first year. The data suggests that students may have misconceptions about these models, which could affect their learning experience. Therefore, the researcher emphasizes the need to familiarize learners with these new teaching methodologies, ensuring they are aware of their potential benefits. By addressing the misunderstandings and providing clear guidance on how these models work, students can better grasp their value and become more confident in participating in the course. This orientation will help them better navigate the blended and flipped learning environments, ultimately improving their language learning outcomes.

Table 1, Question 2 presents the learners' opinions on Blended Learning (BL) and Flipped Classroom (FC) after being introduced to these new teaching and learning methods. A significant 60% of the learners agreed that the new model offers a fresh approach to learning, making students more independent and active in acquiring English as a second language (L2). This response indicates that students recognized the model's potential to foster self-directed

learning. Another 15% of the learners understood Blended Learning and Flipped Classroom as methods that combine both face-to-face and online learning materials, highlighting the hybrid nature of these approaches. Additionally, nearly 15% believed that these models involve completing numerous activities and assignments as a primary way of learning English (L2), emphasizing the task-oriented nature of the methods. The remaining 10% of learners expressed that learning English (L2) under this new model is a challenging and labor-intensive process. They viewed the demands of the Blended Learning and Flipped Classroom approaches as overwhelming, suggesting that they found the workload and effort required to learn the target language to be tiresome. These varied opinions reflect a range of student experiences and attitudes toward the new teaching methods, underlining the importance of guiding learners to understand and engage with these innovative approaches effectively.

Table 1, Question 3 focuses specifically on the Flipped Classroom (FC) model, which emphasizes self-study and shifts the teacher's role to that of a facilitator. This shift in the teacher's role was a new concept for many learners. However, the responses from the learners indicate a positive reception to this change. A significant 48% of the learners expressed great enthusiasm for the Flipped Classroom approach, stating that it allowed them to take full control of their learning. They appreciated the ability to watch videos multiple times until they fully understood the content, engage in both online and offline reading, prepare questions, and participate in group discussions. These students found the autonomy in learning empowering. Around 30% of the learners valued the class time for collaborative discussions, using it to master skills and apply what they had learned, rather than merely receiving information from the teacher. This highlights the effectiveness of peer interaction and active learning. Additionally, 10% of the learners mentioned that they attend class well-prepared, taking advantage of the resources provided. Lastly, 12% of the learners noted that if they missed anything in class, they could always refer to the course material available online, ensuring they never fell behind. These responses demonstrate that the Flipped Classroom model encourages active participation and self-directed learning, which learners appreciate and engage with positively.

Table 2: Learners' evaluation of blended learning flipped classroom experience

S. No.	Questions	Answers	%
4	Do you like blended learning and flipped classroom	Yes	50
		No	20
		I am not sure about it	30
5	Did you really enjoy blended learning and flipped classroom	I really enjoyed learning English language I am happy on the feedback on all assignments	50
		Both offline and online material are very useful	15
		Learning from a different resources: learning from the Internet, learning from videos, learning from online articles; not only using texts	20
		Integrating technology for learning purposes	05
		Any other (please mention) learners' knowledge has been increased	10
		discussion with the peer groups and interaction with the teachers is very useful	
6	Do you like online learning?	Online learning is user-friendly	10
		Access to different variety of learning materials	10
		Easy access (suggested material is available in one place)	40
		Offline and online collaborative learning	30
		Any other (please mention):- feedback on the assignments is very fast	10

7	What are the difficulties in blended and flipped model?	Many tasks, assignments and activities	60
		Online discussions are tedious	10
		learning independently	10
		Learning from different sources	13
		Heavy peer group discussion	07
8	What kind of activities do you like the most?	Online assignments	10
		Searching the internet	05
		Off and online discussions	15
		Oral presentations	20
		Play way activities	50
9	Any other	All the activities are the best. We enjoyed learning	80

Table 2, Question 4 reveals that 50% of the learners are supportive of Blended Learning and Flipped Classroom approaches. The remaining 50% are divided, with 20% unsure about whether they liked the model, and 30% expressing a negative attitude toward it. In Question 5, 50% of the learners saw the new learning model as an opportunity to improve their English (L2) and receive valuable feedback on their assignments. Additionally, 20% of the learners appreciated learning from online resources, including YouTube videos and online texts. Approximately 15% found both offline and online materials to be highly useful for their learning. Moreover, 10% of the learners mentioned that their knowledge had increased through discussions with peer groups and interactions with teachers. Some learners also supported the integration of technology for learning, recognizing its potential to enhance the overall educational experience. These responses highlight the varied reactions to the new teaching methods, with many learners valuing the flexibility and interactive elements of Blended Learning and Flipped Classroom.

Table 2, Question 6 highlights learners' opinions on using online resources for learning English (L2). Forty percent of learners found online resources highly convenient, as they provided easy access to suggested materials in one place. Thirty percent of learners recognized the benefits of both offline and online collaborative learning for improving their English skills. Ten percent of learners appreciated how e-learning platforms allowed them to access a variety of learning materials. The remaining 20% of learners mentioned that online learning is user-friendly, and they valued the quick feedback they received on assignments. These responses indicate that learners found online resources helpful in different ways, enhancing their overall learning experience. Regarding the challenges of Blended Learning (BL) and Flipped Classroom (FC), 60% of learners reported that learning English (L2) in a short time requires numerous tasks, assignments, and activities. Thirteen percent felt that learning English (L2) demands various sources. Ten percent found online discussions tedious, while another 10% struggled with the difficulty of learning independently. Additionally, 7% of learners expressed disinterest in frequent peer group discussions. These responses reflect the difficulties some learners face in adapting to the demands of Blended Learning and Flipped Classroom models, highlighting the need for balanced approaches.

In response to Question 8 in Table 2, learners showed significant interest in actively participating in both online and offline classroom activities to learn English (L2). Half of the learners preferred engaging in play way activities as part of their language learning process. The learners ranked the tasks and activities in the following order: play way activities, oral

presentations, offline and online discussions, online assignments, and searching the internet. This order reflects their belief that these activities are crucial for mastering English (L2). Many learners expressed a desire to give oral presentations and actively participate in group discussions as they find these activities essential for language development. Additionally, 20% of the learners showed a strong preference for oral presentations as a way to improve their speaking skills. However, only a small percentage (25%) showed interest in online discussions, as these require considerable time and effort. The remaining 15% of learners prioritized submitting online assignments and searching for relevant materials, though they were less engaged in other activities. These preferences highlight the learners' recognition of the importance of interactive, hands-on learning activities, such as play way activities and oral presentations, for language acquisition. The responses also suggest that while online assignments and discussions are useful, they are not as favored due to time constraints and the demand for more active involvement.

Conclusion

The results of the study highlight the significant impact of Blended Learning (BL) and Flipped Classroom (FC) models in educational institutions, especially in higher education. These models provide a practical and effective way to transform traditional classrooms into more dynamic and engaging learning environments. By incorporating both face-to-face and online learning, this approach fosters a shift toward student-centered learning. It encourages learners to take an active role in their education, enhancing their critical thinking skills while motivating them to collaborate with their peers and teachers. Blended Learning and Flipped Classroom promote a more personalized and interactive learning experience, particularly for improving English language skills. Learners are empowered to explore content at their own pace, engage in discussions, and complete tasks that cater to their individual learning styles and interests. This model encourages self-directed learning, where teachers act as facilitators guiding students through the learning process rather than simply delivering content. Ultimately, the Blended Learning and Flipped Classroom models help create a more flexible, engaging, and effective educational environment. They enable learners to develop a deeper understanding of the subject matter while gaining the skills necessary to succeed in both academic and real-world contexts.

The study's findings reveal that Blended Learning (BL) and Flipped Classroom (FC) successfully balance traditional face-to-face instruction with modern educational technology, creating a learner-centered and interactive classroom. The results emphasize that this teaching model fosters a new

learning experience, incorporating a variety of activities such as tasks, peer group discussions, online discussions, and teacher-student interactions. Additionally, the use of online tools and student feedback enhances the learning process. The study further indicates that effective Blended Learning and Flipped Classroom require a balance between the course material, assigned activities, and learning objectives. To ensure the success of this model, continuous technical support, manuals, and an e-learning environment are essential for both teachers and learners. These resources help maintain an effective learning experience and support the integration of technology in the classroom.

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