

STUDYING THE IMPACT IN ENGLISH ORAL COMMUNICATION SKILL THROUGH HYBRID LEARNING AMONG THE STUDENTS AT STANDARD VI

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Abstract: The present study was conducted on VI std students impact of Hybrid Learning in English oral communication skill. In education wise students are well but they cannot speak because of shy, hesitation, fear, mother tongue influence, family background and surroundings. Here we should realize the impact of hybrid learning in English oral communication skill. Hybrid learning has changed the environment in traditional class room. It is an experimental method, sampling used in the study 60 students are selected. The students are separated two group name control group and experimental group, each group having 30 students. Hybrid learning method wise practice of oral communication skill in English Pre-Test, Post-Test, Retention Test tools are used in this study. .it is very interesting to motivate the students to speak within short period; they are happy mood to answer through English language with confidently. Hybrid learning is suitable for these standard students. Now a day's students like a modern trend technology improvements so these method is very good. In future English is an effective and adopted together in modern world so students lifestyle is secured.

Keywords: English, Oral communication skill, Hybrid Learning.

1. INTRODUCTION

The present study is evidence and proof for impact of oral communication skill in English through Hybrid Learning among the students of standard VI. These are very helpful about to speak with boldness of English Language. Teacher is the most important role in hybrid learning, in front of the students to motivate, encourage, efficient, energetic, fluent English to speak within the school campus. English oral communication skill is very useful for life skill development of their future.

In elementary section students must follow their teacher's instruction, they want to study through medium wise within the school campus but what are they doing inside the campus for their oral communication skill in English language. Many methods are available; at the same time teachers teaching style are important in depend the school.

Here hybrid learning introduced in students of standard VI. This learning provides students with opportunity to practice and improve their listening and communication skills in English. Although our elementary focus will be academic English, we will also touch on everyday English. Students will have opportunities to improve their speaking skills with discussions and presentations.

2. LITERATURE REVIEW

Xu and Jaggars (2013) conducted a large-scale analysis of online course enrollment across Washington state's community college system and noticed that humanities, social sciences, education, computer sciences, applied professions, English, mass communication and natural sciences comprised the bulk of student online enrollment.

Lane, (2013) in order to achieve this transformation, professional development should include reflective examination of practice to discourage continued traditional pedagogies in the new delivery format through blended learning.

Frydrychova Klimova (2012) provides an example of an EAP (English for Academic Purposes) hybrid course on Academic Writing taught at the Faculty of Informatics and Management in Hradec Kralove, Czech Republic, where the teacher decides that all written assignments, such as essays, will be submitted via the online course and similarly, self-study of further reference reading will be done online. In the follow-up face-to-face class the teacher and the students will discuss particular difficulties or goals connected with their online work and the teacher also clarifies any errors students may have made in their assignments

Comas-Quinn, (2011) consider the case of teachers, being online wise quantitative increase in the number to learners and the learning of new skills, but most importantly, a change in identity as there are new roles and pedagogical perspectives in their situations.

De Leng et, al (2010) the term “blended learning” often to a course methodology or learning activity that combines online and traditional face to face instruction to create a more effective experience for both instructor and students.

Title of the Problem

The study entitled as the impact in English oral communication skill through hybrid learning among the students at standard VI

Objectives of the Problem

- To prepare and validation in English oral communication skill through Hybrid Learning among the students at standard VI.
- To find out the impact in English oral communication skill through Hybrid Learning.
- To compare the mean score impact in English oral communication skill through Hybrid Learning of the experimental group and the control group.
- To compare the mean score impact in English oral communication skill through Hybrid Learning of the experimental group and the control group at pre-test.
- To compare the mean score impact in English oral communication skill through Hybrid Learning of the experimental group and the control group at post-test
- To find of if there any significance difference in the impact in English oral communication skill through Hybrid Learning in pre-test and post-test of experimental group
- To find out the retention impact in English oral communication skill through Hybrid Learning in experimental group.

Hypotheses of the Problem

- There is no significance difference in the impact in English oral communication skill through Hybrid Learning of experimental group and control group at pre-test.
- There is no significance difference in the impact in English oral communication skill through Hybrid Learning of experimental group and control group at post-test.
- There is no significance difference in the impact in English oral communication skill through Hybrid Learning in pre-test and post-test of experimental group.
- There is no significance difference in the impact in English oral communication skill through Hybrid Learning in post-test and retention of in experimental group.

3. RESEARCH DESIGN

Method

The study was aimed to determine the impact in English oral communication skill through Hybrid Learning, it was necessary to compare the outcome of the study of experimental group and control group. So the researcher had chosen experimental method for the present study.

Sample

The study was carried out on a sample 60 students of standard VI of Tiruppur District. The researcher randomly selected sample is divided into two groups namely control group and experimental group. Each group has 30 students.

Tool

Multiple choice question (MCQ) for pre-test, post-test and retention.

Multiple Choice Question Answer chooses in Pre, Post test and Retention consists 50 items. Each item having and equal marks. One mark given answer and Zero is given wrong answer.

Hybrid learning package

This Package contains Audio, Video, Role play, Dialogue, Conversation, storytelling, acting with action, Drama and Voice Recording with Interview used to prepare in this package and this is validated by subject experts and tool technologists.

Data Collection Procedure

Both groups are tested before treatment through MCQ for identifies the difficulty areas in English oral communication skill and Hybrid learning to the experimental group, whereas the traditional method of teaching to the control group. After the treatment, both groups are post-tested through MCQ. From the post-test results of both groups, the hybrid learning method is determined.

Statistical Techniques

In this study to find out the impact in English oral communication skill through hybrid learning among students. It is important to find out whether there was any significant difference between the two groups. Test of significance of difference between means and t-test were calculated for statistical analysis.

4. RESULT

Hypothesis 1

There is no significance difference in the impact in English oral communication skill through Hybrid Learning of experimental group and control group at pre-test.

Table No: 1

Pre-Test	N	Mean	SD	t-test
Experimental	30	18.6	7.256	3.7
Control	30	13.5	4.987	

Table 1 show that the mean scores of pre-test in experimental group & control group. The calculated t-value 3.7 is greater than the table value 2.00. It is significant at 5% level. Therefore the two groups do differ in their initial performance. Therefore the hypothesis is not accepted. It means that the two groups were more or less of the same ability in English oral communication skill in pre-test.

Hypothesis 2

There is no significance difference in the impact in English oral communication skill through Hybrid Learning of experimental group and control group at post-test.

Table No: 2

Post-Test	N	Mean	SD	t-test
Experimental	30	37.8	43.26	18.07
Control	30	13.76	22.04	

Table 2 is clear that the calculated t-value 18.07 is greater than the table value 2.00. It is significant at 5% level. These show that there is a significant difference between the means of the post-test score of impact in English oral communication skill through hybrid learning in the experimental group and control groups. Therefore the two groups differ in their performance. The mean score show that experimental group is greater than control group, i.e. $13.76 < 37.8$. So it can be concluded that the hybrid learning method has more impact than the traditional method.

Hypothesis 3

There is no significance difference in the impact in English oral communication skill through Hybrid Learning in pre-test and post-test of experimental group.

Table No: 3

Experimental Group	N	Mean	SD	t-test
Pre Test	30	18.6	52.66	28.57
Post Test	30	37.8	43.26	

From the table 3 it is clear that the calculated t-value 28.57 is greater than the table value 2.00. It is significant at 5% level. This shows that there is a significant difference between the means of the pre-test and post-test score of impact in English oral communication skill through hybrid learning in the experimental. Therefore the hypothesis is not accepted. The mean score shows that post-test score is greater than the pre-test, i.e. $37.8 > 18.6$. So it can be concluded that the hybrid learning method strategy has more good improvement than the present method.

Hypothesis 4

There is no significance difference in the impact in English oral communication skill through Hybrid Learning in post-test and retention of in experimental group.

Table No:4

Experimental Group	N	Mean	SD	t-test
Post Test	30	37.8	43.26	10.99
Retention	30	44.9	19.40	

From the table 4, the calculated t-value 10.99 is less than the table value 2.00. It is not significant at 5% level. This shows that there is significant difference between the means score of the post-test and retention test of impact in English oral communication skill through hybrid learning in the experimental group. Therefore the hypothesis is not accepted. The mean score shows that retention test score is greater than the post-test, i.e. $44.9 > 37.8$. So it can be concluded that the hybrid learning method strategy has more good improvement than the present method.

Finding of the Study

- There was significance difference existence in the impact in English oral communication skill through Hybrid Learning of experimental group and control group at pre-test.
- There was significance difference existence in the impact in English oral communication skill through Hybrid Learning of experimental group and control group at pos-test.
- There was significance difference existence in the impact in English oral communication skill through Hybrid Learning in pre-test and post-test of experimental group.
- There was significance difference existence in the impact in English oral communication skill through Hybrid Learning in post-test and retention of in experimental group.

5. SUMMARY & CONCLUSION

Traditional method of teaching initiates with advocate, such as Reinforcement of English oral communication skill. These hybrid learning is very harmful impacts in English oral communication skill, which found specific examples where ALM method of teaching was less effective than alternative methods. Advocates of alternative methods argue that ALM methods of instruction over emphasize memorization and repetition and fail to promote conceptual understanding or to communicate as creative or experimental.

Littlejohn & Pegler (2007) says Hybrid learning, as an integration of face-to-face teaching and learning methods with online approaches. In general, hybrid learning is about a mixture of instructional modalities (i.e. onsite, web-based and self-paced learning), delivery media (e.g. the Internet, classroom sessions, web-based courses, CD-ROMs, video, books,

or PowerPoint slides), instructional methods (i.e. face-to-face or technology-based sessions), and web-based technologies, both synchronous and asynchronous (e.g. chat rooms, wikis, virtual classrooms, conferencing tools, blogs, textbooks or online courses). The choice of a blend is usually determined by several factors: the nature of the course content and learning goals, student characteristics and learning preferences, teacher's experience and teaching style, or online resources in the school.

Hence, it is concluded that among both the methods taken under this study are quite for teaching English. Out of the previous methods, hybrid learning method strategy was found more suitable & effective with respect to their achievement marks. When achievement on post-test. Experimental group students performed better than traditional direct method groups students on post-test. Thus hybrid learning strategy of English oral communication proved to be better than ALM method of teaching.

As the retention (Table No:4) is concerned hybrid learning method of teaching is far better than ALM method of teaching strategy. This is probably due to the fact that teaching through hybrid learning is individualized and computer based learning. Moreover in this method the students are able to get instant feedback. In this method, students psychologically get reinforcement at every moment in their traditional class room. Hybrid learning of teaching has the extra benefit for the help of students in the form communication audio, video, picture animation, dialogue, storytelling, public speaking, games, creative cartoon with dialogue & drama scripts etc. When students were taught through, both strategy than it was found that the acquired retention was better in case of hybrid learning method.

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