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EFFECTS OF BLENDED LEARNING STRATEGIES ON SPEAKING SKILLS IN ENGLISH LANGUAGE AT PRIMARY LEVEL

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ABSTRACT

This study aimed to find out the effects of blended learning strategies on speaking skills in English language at the primary education level. The experimental design (control and experimental groups) was formulated for this study. The pretest and posttest were used as the data collection tools. A pretest was conducted before the experiment and the posttest was conducted after the experiment to check the students speaking skills by using blended learning strategies. The population of the study was all students enrolled in the Government primary school in Baghal district Mandi Bahauddin. The sample of this research was Thirty (30) students enrolled in the 5th grade of the government primary school Baghal M B Din. These thirty (30) students were divided into two groups. Everyone consists of fifteen (15) students. Treatment was given for 1 month. The experimental group was taught through blended learning strategies and on the other hand, the control group was taught through traditional teaching methods. Data was collected through pre-test and post-test of both experimental and control groups of the Thirty (30) students enrolled in the government primary school Baghal. Data was analyzed through SPSS software (version 24). This study indicates that the use of blended learning strategies after the experiment enhances Speaking skills in the students at the primary level. Overall findings of the research showed that blended learning strategies-based teaching was more effective than the traditional teaching method. This study suggested that the School Education Department enhance Blended learning strategies to improve and enhance speaking skills.

Keywords: Blended learning strategies; Speaking skills; Primary level.

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INTRODUCTION

Blended learning refers to the integration of various online learning platforms with conventional teaching methods (Hafeez, 2021). According to Hafeez and Akhter (2021) blended learning (BL) is a different knowledge merge in person and liberty freedom organization in which the Internet is mixed up. Internet has detached traditional learning. The Internet provides entrance to information every time and everywhere they want. A blended learning approach is what a mixed learning environment offers. As speaking is a critical skill for second language learners to converse with native and non-native speakers and to contribute in real-life conditions. Through time and place flexibility provided by blended learning, students may study whenever it is most convenient for them (Moradimokhles & Hwang, 2022; Hafeez et al., 2021). All these mixed instructional methods suggest a mixture of face-to-face teaching with online activities or a mixture of real-time video chat (Zoom, Google Meet, or Teams) with online activities (Barhardt et al., 2021; Hafeez et al., 2022). Combined knowledge (BL) is a method that improves grip in informative groups. According to Harvey and Choris (2001), combined teaching structure could have of

many agenda mixture, of essential and detached teaching condition. Mixture of helpful and divide information setting etc.

The justification of Blended learning by means of Singh (2003) is a kind of e-learning in which e-learning is integrated devoted on conventional class training by means of a central processing unit, household system, or fashionable classroom, in which the instructor and learner effort collectively in individual being. Blended learning integrates multimedia content, interactive than established classroom technique. Particular issues include phonological and mathematical difficulties, which make vocabulary difficult; semantic and syntactic issues, which make speech lengthy; and conversational issues, which include inferred meaning, unfamiliar subjects, and arrangement within an idea's context. Hasanah and Malik (2020) reported that students who received blended learning instruction showed a significant improvement in their OCC because they had more opportunities to practice speaking and receive feedback through the online components of the course, which included interactive multimedia resources, online discussion forums, and Chat rooms.

Brew and Badawi (2009) give details Blended education as a flexible instruction progress on the way to that join face-to-face learning performance by means of online information that allocate student to alternate disapproval and answer commonly and separately in four accurate regions, that is learner recommendation, beginner strategy, substitute assessment also in a straight line or not directly. While showing by (McCarthy & Murphy 2010) that with the accomplishment of blended learning, learner will be intellectual to whole the education ranch duty in a tiny incident. Because students expect technology to be integrated into their learning process, blended learning activities combine in-person instruction with information that has been published online to practice speaking and listening (Hockly & Clandfield, 2010; Krake, 2013; Hafeez & Hasbi, 2023). Lavee and Itzchakov (2023) have emphasized the vital role that collaboration-based teaching approaches play in fostering student involvement and language use in online conversations within blended learning environments, particularly in the context of EFL.

Speaking and listening are the two main foundational abilities in language learning. The first stage in communication is listening. The student gains knowledge through listening, attempts to clarify and comprehend it, and then progresses to speaking, which is the other talent. While reading is seen as a productive language skill, this one is receptive. An effective communication will result from the application of these two combined talents. According to Tosm (2015), blended learning is a method intended to be used in language courses that aims to influence vocabulary acquisition. A flexible method that blends traditional in-person training with computer-mediated or online instruction is called a blended learning environment. (Bonk & Graham, 2012; Gecer, 2013; Graham, 2013; Oliver & Stallings, 2014). Impact of blended learning on students' language production abilities, specifically speaking ability. The use of moodle in speaking and listening instruction is examined by Yang et al. (2013). English speaking as well as their critical thinking skills have improved significantly. Allan (2007) suggests that blended learning offers a positive environment to blend the best of different worlds in extensive schemes that are suitable to the specific needs.

Statement of the Problem

The main reason of this research was to enhance speaking skills among students by teaching with three types of blended learning strategies. Blended learning enhances students receiving skill, understanding skill, at Primary Level. Researcher intentionally prove that students involved in blended learning strategies show maximum interest and improve their Speaking Skills, so there is a gap between students Speaking skill by using blended learning strategies.

Objectives of the Study

The objective of this study was to determine the effects of blended learning strategies on students receiving skill, understanding skill, in the subject of English at primary level.

Hypotheses of the Study

1. There was no significant difference between mean score of pretest and posttest using traditional method on students speaking skills at Primary Education Level.
2. There was no significant variance between mean score of pretest and post by using blended learning strategies on students speaking skills at Primary Level.
3. There was no significant variance between Mean gain score of blended learning and traditional method on students receiving skill at Primary Level.
4. There was no significant variance between Mean gain score of blended learning and traditional method on students understanding skill at Primary Level.

METHODOLOGY

Population and Sample of the Study

This research study was experimental in nature. The population of the study was all students enrolled in grade Five 5th class Government primary school Baghal, Tehsil Malakwal and District Mandi Bahauddin. Using fish bowl technique to make the study's accessible population. The sample of the research study was consisted of twenty 20 students from five grade studying in govt school Baghal Tehsil Malakwal District Mandi Baha Uddin. The sample was further divided into two groups A and B. Group A was a control and Group B was taught through Blended learning strategies like, Animation based instruction, video based instruction, and activity based instruction. Twenty (20) pupils were randomly selected.

Tools of the Study

Through the Pre-test Post-test data was collected by the researcher. The test was administered by the researcher herself to avoid the biases. Test based on 3 Chapters of English textbook. Test was based MCQs type question. The time was allowed by the students 40 minutes. Total marks were 50.



Figure 1. Tools of the study

Tool Validity and Reliability

Expert opinion was taken from different experts to make the study tool valid. Investigator planned four gadgets to collect data, receiving skill test, understanding skill test. Expert opinion was taken from 14 experts including educational teachers, English teachers and PhD scholars of department of education, University of Gujrat and many other experts. In the light of experts' opinion given by the experts' necessary changes were made by the researcher in receiving skill test, responding skill test, understanding skill test. Some changes were related to professional terminologies and language while other was related to the direction and rephrasing of the statements. After opinion data was entered in MS Excel sheet and CVR for each item was calculated. Content validation ratio (CVR) remains 0.8

Data Analysis

Data were analyzed by the use of Independent sample t test (Fraenkle-2012). For quantitative analysis Data was analyzed using SPSS.

RESULTS AND DISCUSSION

Table 1. Comparison of mean score of pretest and posttest by using traditional teaching on speaking skill.

CG	N	M	SD	t	Sig
Posttest	18	14.0	2.32	29	.000
Pretest	18	7.60	2.20		

CG= Control Group, M= Mean, SD= Standard Deviation.

Table 1 reflects the results of t-test, of control group (CG). There was a significant variance found in mean scores of students for pretest (M=77.60, S.D =2.20) as compared to posttest (M=14.0, S.D =2.32); $t=29$, $p<.05$. These values indicate the effect of blended learning strategies on listening skill. Hence null hypothesis (H01: There was no significant variance in Mean scores of pretest and posttest grade 5 students of control group 'blended learning strategies) was rejected.

Table 2. Comparison of mean score of pretest and posttest by using blended learning strategies on speaking skill.

EG	N	M	SD	t	Sig
Posttest	18	16.19	2.66	4.38	.003
Pretest	18	9.69	1.20		

EG= Experimental Group, M=Mean, SD= Standard Deviation.

Table 2 reflects the results of t-test, of experimental group (EG). There was a significant variance in mean scores of students for pretest (M=9.69, S.D =1.20) as compared to posttest (M=16.19, S.D =2.66); $t=4.38$, $p<.05$. These values indicate the effect of blended learning strategies on students speaking skill. Hence null hypothesis (H02: There was no significant variance in Mean scores of pretest and posttest on students of experimental group using blended learning strategies) was rejected.

Table 3. Comparison of students' scores blended learning strategies on receiving skill.

Group	N	M	SD	t	Sig
EG	18	14.60	2.40	6.30	.000
CG	18	9.66	2.78		

EG= Experimental Group, CG= Control Group, M= Mean, SD= Standard Deviation.

Table 3 reflect the results of t test between experimental group (EG) and control group (CG) for the students who were thought through blended learning method and comparison group who were taught through traditional method. There was a significant variance in achievement scores of students for experimental group (M=14.60, SD=2.40) as compared to control group (M=9.66, SD=2.78).

Table 4. Comparison of students' scores for blended learning strategies on understanding skill.

Group	N	M	SD	t	Sig
EG	18	12.18	1.70	4.80	.003
CG	18	8.55	1.86		

EG= Experimental Group, CG= Control Group, M= Mean, SD= Standard Deviation.

Table 4 reflects the results of t test between experimental group (EG) and control group (CG). There was a significant variance in achievement scores of students for EG ($M=12.18$, $SD=1.70$, $t, =4.80$) as compared to CG ($M=8.55$, $SD=1.86$). The significance differences showed that students performed well in EG as compared to CG. Thus there was enough evidences to reject the hypotheses.

CONCLUSIONS AND RECOMMENDATIONS

This study be used to terminate the effects of blended learning strategies on speaking skill of students for learning English at primary level. The study determined so as to students in experimental group significantly perform well in the area of Speaking skill as compared to those of control group students. Here three technique of instruction i.e. animation based instruction, activity based instruction and activity based learning was used to carry out experiment to encourage excellence education. The study was conducted to convene the objectives. Use of Blended learning in English at primary level is to engage the students in lesson and Listening, speaking skills improved. Analyze the effect of blended learning strategies tin schools has on students learning result and speaking skill. Examine the difference in the blended learning strategies which are regularly used in classroom as compared to traditional classroom learning. it shows the most interest in students which are learn through blended learning strategies those who are not used these strategies.

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