

TRADITIONAL AND BLENDED TEACHING IN AN ESL CLASSROOM: A COMPARATIVE STUDY

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ABSTRACT

Given the growing demand of the use of ICT in the classroom, there is still the dialectical method of whether the traditional or blended teaching is more effective in the classroom. Using a quasi-experimental method, this study explores the comparison between the traditional and blended teaching with the use of YouTube in an ESL classroom as part of the blended teaching method. The study was conducted in the basic department of one private school in Laguna, with Grade four students as respondents. From the pair result using value and p-value, pre-tests of both groups show no significant difference while the post-tests show a significant difference. However, details show that the scores of the traditional group show a bigger improvement compared to the group that used blended teaching. The study showed a disquieting revelation from the pre-test and post-test scores. Thus, the traditional type of teaching is more effective for the students rather than those who are exposed to YouTube.

Keywords: *Blended teaching, Traditional Teaching, ICT, Grammar Proficiency, Communication*

INTRODUCTION

Information and Communication Technology (ICT) discusses technologies that are used for telecommunications, broadcast media, and intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. Worldwide research has presented that ICT can be a tool to student learning improvements and can be a teaching method for teachers. According to Yusuf (2005), ICT is an essential part of the modern world. Hence, culture and society should adjust to meet the challenges of the knowledge age.

According to Bingimlas (2009), ICT as a tool for teaching and learning language has been a trending discussion in all parts of the world. It is suggested that using ICT tools in teaching will become widespread in the next years.

Engagement in the different forms of social media is an everyday activity that researches have proven that can be beneficial to children and adolescents by improving their way of communicating, social connection and also can help them in learning (O’Keeffe & Clarke Pearson 2011).

In today’s era technology has been a part of people’s everyday life. Learning improves and evolves from the traditional teaching set up where students learned from their instructors or from what they read from books into a more technologically advanced way of learning, the use of mediating instructional tools such as media.

According to Peter Duffy (2008), studies have shown that computer-based teaching enriches learning and nurtures positive attitudes toward instruction. It also offers the opportunity for conceptual understanding through a form of visualization. This includes the utilization of online learning portals such as YouTube.

YouTube is a site with video sharing service where people watch videos posted by its users and also allow them to upload their own videos. YouTube videos were posted by people of different backgrounds from all over the world.

The use of YouTube videos in the classroom has been established as an effective tool in learning English as a foreign language (EFL) (Sofi 2015). Will the same findings be revealed in learning English as a second language (ESL)?

In the Philippines where English is used as a second language from Basic education to Tertiary and even so in the Graduate School, establishing the role of YouTube in ESL learning is imperative. Given the advent of technology in the Philippine classrooms, this study intends to compare the two teaching methods: traditional and blended methods. The traditional method highlights the use of lecture I the

entirety of the class and the blended teaching uses YouTube in ESL classroom as part of blended teaching.

However, literatures show that in today's learning environment. Two schools of thought are dependent upon by educators: traditional learning pedagogy and the digital pedagogy or using multi-media tools, such as YouTube. While other people think that YouTube is just a site for time-wasting videos, tutorials and entertainment. The website is also used as a learning tool in classrooms. Due to an increasing number of video clips with educational content, there are also an increasing number of teachers who started using YouTube as their teaching medium (Branzburg, 2007). Most of these studies are conducted in other countries focusing on EFL. In previous studies, the effectiveness of YouTube on student's comprehension and learning was tested. YouTube proved to be effective in Taiwanese learners' listening comprehension (Kuo, 2009). Saudi Arabian learners' vocabulary (Kabooaha, 2016); Morocco learners' learning management (Chtouki, et.al. 2012). The use of YouTube in the classroom in comparison with traditional method is also studied and proved effective under the blended learning theory (Fleck, 2012).

This study will help the students acquire a better comprehension of English area in a more dynamic and interactive way. This study will also help the teacher in a way that the results of the study will be their basis in using YouTube as additional platform for teaching. Lastly for the field research it will serve as a bridge-building tool to show the role of technology in the ESL classroom. This study is limited and designed to determine the role of YouTube in ESL learning as part of the blended teaching. It only measures the grade four student's grammar proficiency skills specifically on the lessons about nouns using YouTube and the traditional type of teaching pedagogy. Specifically, it focuses on comparing the use of media and lecture in ESL learning. Therefore, the communication tools used in teaching are limited to YouTube educational videos and the traditional lecture way of teaching. From the related literatures, researchers deduced that there is a need to further study the effectiveness of YouTube as a learning medium in the classroom.

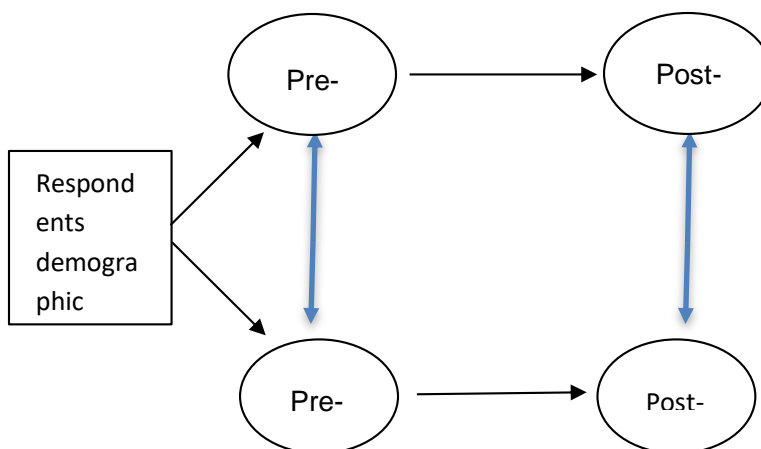
Theoretical Framework

This study uses Cognitive theory of Multimedia Learning by Mayer (2005) who explained that multimedia supports the functions of human brain.

In other words, the theory explains that people learn more when they are given both pictures and word. Multimedia as defined is a combination of text and pictures or visuals and sounds. According to this theory, the main goal of teaching using multimedia is to encourage the learner to build a logical mental representation from the presented material.

According to Mayer (2005), the representation of pictures and words that serves as information is processed by memory. The first form represents words and pictures in the multimedia presentation while the second form is the sounds and images which represents the acoustic and iconic representation in the sensory memory. The third form is the representation of sounds and images in working memory. The fourth form represents the verbal and pictorial models which are in working memory. The fifth form represents the prior knowledge or schema which is stored in a person. The Cognitive theory of Multimedia Learning applies to this study because this study aims to know the role of YouTube as a learning factor so it also aims to know whether the respondents learn more when YouTube was applied to their study because it was composed of both pictures and words, and to verify what was stated in the theory that words and graphics are more effective to learning and teaching rather than using text or graphics alone.

Conceptual Framework



Gleaned from its theoretical foundation, in this study the researchers emphasized the two different methods used in teaching and learning of ESL. The methods are the traditional face-to-face interaction between the teacher and the students, and the blended method, combination of lecture and YouTube as a medium for teaching.

The traditional teaching method is described as being teacher oriented. It is lecture style and inflexible. Lessons are usually taught by the teacher introducing the lesson using a blackboard accompanied by a verbal explanation or lecture (Dimitrios, 2013). On the other hand, the combination or blend of lecture and the use of YouTube as a modern tool to facilitate learning. In using the YouTube learning video, the teacher takes the role of facilitator and not as a controller of the learning environment. The lessons provided for the two different classes are the same; the classes are both conducted in the morning under the same English teacher. The only difference is that one uses traditional face-to-face interaction while the other one use blended teaching.

To measure the effectiveness of learning using these following methods, the researchers conducted a quasi-experimental method using pre-test and post-test. The pre-test – post-test design is undertaken to measure results both before and after a treatment, which is YouTube learning video. After conducting the pre-test to both classes, as a common premise for both classes, the teacher introduces

the lesson using the same motivation and background of the lesson. The teacher continues the discussion of the subject matter on Nouns using the lecture method in the control group. On the other hand, for the experimental group, the use of blended teaching is then introduced. Using this design, the researchers intend to see the effects of treatment on the group (White & Sabarwal, 2016), and to know which teaching strategy is more effective to use, whether the traditional method or using blended teaching.

Comparison of test results is deduced to show the significant difference of the role of YouTube in an ESL classroom. This is as reflected in the end box of the process being the dependent variable of the study.

OBJECTIVES

Specifically, this study aims to:

1. Determine the demographic profile of respondents according to sex;
2. Assess the level of grammar proficiency using Pre-test and Post-test among children taught in traditional and blended teaching;
3. Analyze the significant difference between sex and the level of children's English grammar proficiency skills in the pre-test and the post-test in the traditional and blended teaching methods;
4. Determine if there is significant difference between the pre-test and post-test scores of the respondents that are exposed to Blended teaching; and
5. Determine if there is significant difference between the pre-test and post-test scores of the respondent that are not exposed to Blended teaching.

METHODOLOGY

Research Design

This research used quasi-experimental as a method for this study. In this study, two groups are chosen the experimental group which receives the treatment and the other does not, the control group. A post-test score is then determined to measure the difference, after treatment, between the two groups (Heffner, 2017).

Research Locale

The study is conducted at a private catholic school in Laguna. This institution has been known in the province as that provides quality education and advancing its quality and through researches like this will be of big help to sustain its reputation. The school was selected by the researchers as their research locale because it is ISO certified, PACUCOA accredited (level 2) and enhancement in k-12 curriculum.

Specifically, its Basic Education Department is the focal venue. Two sections of its grade four classes are used for this study. The local is chosen in consideration of its quality education. Given that they're on its recent implementation of the K12 curriculum and its respective grade level competencies. The study is very timely which is also highlighted by the principal. In the case of Grade Four, it is where the viewing competency starts as reflected in the DepEd K12 curriculum.

Respondents of the Study

Both the experimental and controlled group are the Grade Four students of a private catholic school in Laguna. There are three grade four classes during the conduct of this research. One class was used for the pilot testing of the instrument while the two other classes are chosen as the respondents for the study. The class participating in the study is a heterogeneous class; both groups consist of at least 33 students wherein the class for the controlled group has 17 male students and 16 female students while the other has 13 male and 20 female students. The specific grade group is chosen as suggested by the teacher in charge in consideration of the topic to be handled and by

the principal in reference to the current curriculum. Accordingly, it's the grade group that is considered the transition stage from basic to complex skills. Specifically, under the K12 curriculum, it is the level where the viewing competency (VC) starts (DepEd,2016) such as the multimedia presented in this study, the YouTube videos.

Research Instrument

In this study, pre-test and post-test are used. A teacher- made test is used to supplement this study. Given the specific lesson to be tested, a teacher-made test can effectively evaluate different skills reflecting the lessons objectives and improve teaching methods and further better for actually testing what the educational system is presumably responsible for teaching, namely, the skills required by the students when they applied the knowledge they learned (Baver, 2012).

The test questionnaire used among the grade four students is composed of two parts: Part 1 focuses on the demographics of the student-respondents, Part 2 on Nouns. Specifically, Part 2 of the test tries to measure the students' knowledge on vocabulary and kinds of nouns. The test is a 50 item identification and multiple choice test, which assesses knowledge of nouns. The test was pilot tested with one section of grade four students. This class among the three grade four classes was excluded as part of the main respondents.

Data Analysis

The researchers use frequency percentage in determining the demographic profile of the respondents according to gender and the mean and standard deviation in assessing the level of ESL comprehension using pre-test and post-test among children exposed to blended teaching and traditional teaching.

The researchers also use Pearson r to correlate the gender and the level of children's ESL comprehension and use T-test for analyzing the difference of the pre-test and post-test scores of the respondents of both groups.

RESULTS AND DISCUSSIONS

1. Profile of the Respondents

Seventeen (51.5%) out of 33 students are male while 16 (48.5%) out of 33 are female students who participated in the traditional way of teaching. or using lecture. It appears that there is a higher number of male students in the class who participated in the lesson. Students who participated in the lesson using YouTube as a teaching material. 13 participants (39.4%) are male while 20 (60.6%) participants are female. The total number of students who participated is 33. It only shows that there is a higher number of female participants in the lecture using YouTube.

2. Grammar Proficiency Level Using Pre-test and Post-Test Scores in Traditional method

The overall grammar competency score in the pre-test received a rating of 72.93%. Based on the table of interpretation used in this study, the students did not meet the expected grammar competency. However, the table also reveals that the overall grammar score of the student participants in the post-test received a rating of 88.91% which can be interpreted as very satisfactory or students generally uses correct structures with some errors. Noticeably, respondents who got the “did not meet expectation “during the pre-test, improved to “satisfactory “and even “outstanding “. It further shows that after the teacher used the traditional method of lecture. Generally, the students improved their scores in turn, the result of the overall grammar competency from “did not meet expectations” (72.93) highly improved to “very satisfactory” (88.91).

The findings are contrary to the finding of Jackson (2017), in her article Teaching Methods: Traditional vs Modern, it stated that the traditional method of teaching that’ has been used continuously for a long time is now receiving poorer results when compared with modern method of teaching. However, based from the results of our study the English competences of the students have greatly improved.

The data also show the difference between the outcomes of the pre-test and post-test that were conducted in the study. It revealed that during the pre-test most of the students did not meet the expectations but improved in the post-test in which most of the students got outstanding. As shown in the results, most of the students did not meet the expectations with the equivalent percentage of 69.70 % but in the post-test, most of them improved to outstanding with the rating of 51.52%. Interestingly, the Very satisfactory rating in the pre-test with 3.03% rating, dramatically improved with a rating of 30.30%.

3. Grammar Proficiency Level Using Pre-test and Post-Test Scores in Blended Teaching method

Results revealed the overall grammar proficiency score in the pre-test received a rating of 75.27%. Based on the table of interpretation used in this study, the student's grammar proficiency is Fairly Satisfactory. While post-test result also reveals that the overall grammar score of the student participants has a rating of 83.03% which can be interpreted as Satisfactory. The scores also revealed that scores of eight (8) students remain constant in the pre-test and post-test. A glaring number of students also showed Did Not Meet Expectation from pre-test to post-test even with the use of YouTube. However, in general, the overall grammar competency of the class using YouTube also improved.

This maybe a disquieting finding considering how the effectiveness of Youtube in the classroom is played in some literatures. But it should also be noted that others also present a limiting area of using YouTube in the class. According to Abdulkareem (2015) the use of YouTube may be considered as an informal type of learning even though it enhances the educational experiences of the learners. The practice of using such kind of channel of teaching is significant. However it is also a forwarded agreement that the use of such channels of teaching is for socialization only. This reason can be attributed why the scores of the students who use YouTube show a minimal improvement not as dramatically showed in the scores of students who are exposed to the traditional method.

Outcomes of the pre-test and post-test using YouTube revealed that most of the students did not meet the expectations in the pre-test

with the equivalent of 51.52%. After the post-test, the percent rate resulted to 24.24%, signifying an improvement in the scores of those who Did Not Meet Expectations in the pre-test. Glaring from the result is the 0% rating for Outstanding during the pre-test, yet showed a rating of 27.27% in the post-test. Interestingly, the result did not show much improvement as compared to the rating of the group that use the traditional pedagogy but it still presents an improvement in scores.

4. Comparative Analysis in the Level of Grammar Proficiency between Sexes

The data revealed that there's no significant relationship between the level of grammar proficiency and sex of the respondents. It is indicative that the level of student-respondents' grammar proficiency is not affected by sex. This differs from the result of the study conducted by Walczak (2016), highlighting that at an aggregate level, female learners display stronger English competency than their male counterparts. Similarly, Slik, et.al. (2015) also showed in his studies that female learners consistently outperformed male learners, especially in speaking and writing proficiency. Similarly, the study of Yan (2009) pointed out that these conclusions are just exploratory due to limitations of the study, and more research is required to make clear relations between gender and second language learning.

The results of the study show that sex doesn't affect the grades of the students just like the results shows that the correlation between the gender and the ESL comprehension is not significant. Both variables can stand alone. This result of the study where sex shows no significant relationship with the student's level of grammar proficiency is also well discussed in Chiswick (2007) book. In his chapter on Economic of Language, he highlighted that on measured variables such as sex, it has no separate effect on language proficiency.

5. Difference between the pre-test and post – test scores of Traditional and Blended Teaching

		Mean	Standard deviation	t-value	p-value	Interpretation
Traditional	Pre-test	23.9	10.6	-10.148	.000	Significant
	Post-test	41.1	7.3			
Blended	Pre-test	27.8	6.7	-6.581	.000	Significant
	Post-test	36.1	7.5			
		Mean	Standard deviation	t-value	p-value	Interpretation
Pre-Test	Traditional	23.9	10.6	-1.774	.081	Not Significant
	Blended	27.8	6.7			
Post -Test	Traditional	41.1	7.3	2.720	.008	Significant
	Blended	36.1	7.5			

Comparing the pair results, table shows that the result of pre-test between the traditional and blended teaching is not significant. Specifically, looking at the mean and standard deviation value, the

traditional method has a mean rating of 23.9 and 10.6 respectively; while the group that uses blended learning has a mean rating of 27.8 and standard deviation value of 27.8. Considering their t-value of 1.774 and p-value of .081, the results show a no significant difference. On the other hand, looking at the result of post-tests, the mean scores revealed the values of traditional (41.1) and the blended teaching (36.1). It is noteworthy, that the t-value (2.720) and p-value (.008) show a significant difference. This reveals an improvement in the post test scores of both groups.

Analyzing the results of each group, for the traditional, the mean result of pre-test (23.9) and post-test (41.1) with t-value of 10.148 shows a significant difference. Similarly, for the blended teaching, the mean result of pre-test (27.8) and post-test (36.1) with the t-value of 6.581 also shows significant difference.

The Pre-test and Post-test scores of the students exposed to traditional type of teaching show a bigger improvement than the Pre-test and Post-test scores of those who are exposed to Blended Teaching. The Post-test scores of the students who are taught using traditional teaching appears to be higher than those who are exposed to Blended Teaching.

This might not be surprising since as discussed as well in the related literatures, two schools of thought are existing in the academe as to the use of ICT in learning. Notably, in the study of Ow & Lew (2014) explains that YouTube appears to be ineffective in helping children learn English alphabets when children only watched the videos passively. This means that merely using videos cannot guarantee learning unless it becomes interactive. Hamilton (2010) also discussed the same results in his study.

Carter, et.al. (2017) note that this finding is consistent with a handful of other recent. Careful studies in which researchers also found that classroom technology had negative effects on student learning. Further in the study of Lewin (2016), he argues that educational thinking around the use of technology or digital pedagogy unhelpfully reinforces the polarizing debate if it really helps or not by failing to recognize that digitalization is as Stiegler has argued pharmacological: both a poison and a cure.

In the course of this research, specifically, in relation to the area of studies of communication, we find that this study contributed in the

dialectical method of whether the traditional or blended teaching is more effective in the classroom. Given the understanding of nature, dynamics, and application of communication in the society such as the educational sector, we, as well as readers of this research, are acquainted with the fundamental concerns, theoretical approaches and methods of the field in its practical application to one of the sub-areas of communication, the teaching-learning process. Cognizant that effective way of communication is interrelation, the teaching methods in the classroom, whether traditional or blended provides a common effective ground, learning acquisition through communication.

CONCLUSION

After the analysis of data, the researchers forward the following conclusions: The results showed that the majority of the students in the traditional way of teaching are male while the majority of students of the exposed to YouTube are female.

The results of the pre-test of the grammar competency scores of students that participated in the traditional class shows that majority of the scores did not meet the expected grammar proficiency. However, the overall grammar post-test score of the student participants showed that majority of the scores is very satisfactory or the students generally uses correct structures with some errors.

For the blended type of teaching, results of this study present that the majority of pre-test of the grammar proficiency scores of students who are exposed to YouTube did not meet expectations while majority of their post-test scores are interpreted as outstanding which means that there's also an improvement in their scores but not as high as the scores of those who are exposed to traditional type of teaching.

From the pair result, it can be concluded that the pre-tests of both groups show no significant difference while the post-tests show a significant difference; however, details show that the scores of the traditional group show a bigger improvement compared to the group that used blended teaching.

In this study, as revealed by the pre-test and post-test scores, the Traditional type of teaching is more effective for the students rather than those who are exposed to YouTube.

This disquieting result partially accepts Meyers theoretical underpinnings that multimedia supports the functions of human brain in learning this is from the premise that the result of post-test using the traditional method is higher than the post-test results blended teaching this is without undermining that the students course in the class using blended teaching also improved.

RECOMMENDATIONS

Given the findings and as supported by recent researches, teachers should use both methods effectively and not disparagingly choosing one over the other. With the advent of technology, the use of flip classroom, digital pedagogy, or multimedia in the classroom is increasing but not withstanding how it can also sometimes hinder or affect the learners in a non-positive way. Thus, how to balance the use of lecture and multimedia in the classroom should be encouraged.

For future researchers, conduct a similar study including different variables such as different age groups, different grade levels and other than traditional way of teaching and YouTube as a material of teaching. Since the study was conducted in one research locale, future research can also be done using two or more schools for comparative results. Further research can also focus in other areas of grammar competency other than vocabulary and nouns.

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