

## Based Conceptual Blended Learning Didactic Prospect



**Joel Laffita Rivera**

Faculty of Applied Communication (FAC), Multimedia University, Malaysia

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**Abstract:** The study aimed to deliver a valuable conceptual academic prospect based on a materialized use of Blended Learning (BL) in Spanish foreign language classroom with emphasis on lecturing treatments and learning approaches. This research was conducted by using mixed quantitative and qualitative research techniques. The study focused on collecting, analyzing, and mixing both quantitative and qualitative data because both research methods work together offer the best way to address the subject presented. This criterion involved the collection and analyze of associated researchers' input, blended learning lecturing treatments and learning approaches used to conduct Spanish foreign language classroom, and the outputs from a survey given to 100 Spanish foreign language learners. The outcome revealed that using blended learning assignments based on the BL lecturing and learning insights outlined in this study help in determining good foreign language academic results, which could be used as a recycled-model for enhancing lecturing skills and developing competence materials based on the use of the Blended Learning method.

**Keywords:** Foreign Language, Blended Learning, Teaching and Learning

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### I. INTRODUCTION

The process of foreign language teaching and learning has traditionality involved a series of methodological traits of which setting that way teaching and learning strategies where teachers play epicenter lecturing role, and learners learning encoded study-stand in classroom settings, it has been seen as an academic methodological standard to follow up to the present days. However, with the development of technology, and more specifically the Digital Era, this perception has been rapidly changing old-style teaching and learning approaches, as many are the academicians and Education Institutions willing to embrace methods that include computer as mediator in the process of foreign language teaching and learning. For instance, the Blended Learning (BL) method, which requires the incorporation of electronic devices such as computer, table or smartphone with Internet connection. These devices function as channels to manage, deliver and perform language teaching and learning activities anywhere, which has allowed teachers to update the process of foreign language teaching according to current learning styles. So, the idea that the Blended Learning method (BL) is gaining substantial attention is not a surprise. (Joel, 2019) cites that although foreign language teachers have to face educational challenges related to the education, culture, religion, and language background of the learners when coaching them; by using this method most of these tests can be overcome due to the accessibility of Multimedia resources putting at our disposal through Internet. For example, YouTube videos and Platforms such as Kahoot and Edepuzzel, which among many other computer tool applications are mediums required to set and conduct Blended Learning foreign language classroom.

The association between blended learning and the students' achievements in the classroom has been investigated by (Al- Qahtani and Higgins, 2013). (Westberry, 2009) argues that BL enhances higher cognitive skills, promotes reflection, and gives equal opportunities to learners. (Lopez, 2011) claims that BL was capable of improving the learning outcomes. (Conole & Oliver, 2006) cites that E-learning tends to represent broader domain of development and research activities into the application of technologies to education. A study conducted by (Banados, 2006) confirmed that successful implementation of BL in learning language may result in remarkable improvement in speaking skills along with important improvements in all skills. (Larsen, 2012); (Perera, 2010); (Carmen Losada Aldrey, 2005); (Motteram, 2013); (Hong, 2010); (Comas-Quinn, 2011); (Bijeikiene, Rasinskiene, Zutkiene, 2011); (Lothridge, 2013); (Lai, 2006) have also made remarkable points related to the use of Blended Learning in language teaching. As well as these researchers have been meant to analyze and underline pedagogical insights associated with the Blended Learning method; this study is also using an alike approach as a point of departure to look at this subject-matter from the perspective of lecturing treatments and learning approaches.

At present, it continues being a reality that teachers as well as students need to be very aware about the role to play when using Blended Learning in foreign language classroom. Among many factors that are currently affecting the well-implementation of the

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## Based Conceptual Blended Learning Didactic Prospect

Blended Learning method in foreign language classroom are those related to the lack of having this essential knowledge, and in some cases the misinterpretation of its pedagogical inputs. According to current Educational tendencies, teachers are considered to be no longer the midpoint figure of the teaching and learning process, therefore, they have to be conscious of this teaching role, and how to execute it when using the Blended Learning method. As per student's concern, they are now the active-center-agent of this education process, and they also need to be mindful of this main learning role, and be willing to do it when using the Blended Learning method. Thus, based on the academic necessity in helping foreign language teachers and the learners in optimizing classroom settings when using computer as mediator to set and deliver blended learning classes, quizzes, tests, and assignments; this study is providing a valuable conceptual academic prospect based on a materialized use of the Blended Learning (BL) in Spanish foreign language classroom with emphasis on lecturing treatments and learning approaches.

### BL LECTURING INPUTS

From the perspective of L2 instructors, equal to say "providers"; our educator and speechmaker' position when using BL in foreign language classroom is a challenging educational task for which, we as teachers have to be well-prepared from the standpoint of linguistics, applied linguistics, methodological, and technological expertise's. Thus, I would say that when using the Blended Learning method, teachers function as **[Facilitators], [Supervisors], [Observants]**:

**As facilitators**, teachers should equip students with the appropriate online didactic material accompanied by clear instructions on what to. This will require knowledge of the foreign language subject to teach in order to select the appropriate online materials that matches the learning proficiency level of the foreign language subject to be acquired by students. In addition, knowledge of the computer tools used as channel to transfer the online subject learning content. Academically speaking, it would be appropriate to remain us that Learning Outcomes (LO) are statements of what students will be able to do as result of their course of studies. So, this academic definition can only be demonstrated at the end of the course taught.

**As supervisors**, teachers should monitor the language development of the students by providing useful strategies to facilitate communication and comprehension of the subject taught. This is a task that will also require knowledge of the subject to teach, the methodological capabilities of the teacher, and the management and use of the class time and space. This applies the same way when using substitutable online class to replace F2F sessions.

**As observants**, teachers should use BL tutorials to fix the phonetic and lexicon and grammar errors of the learners, and using pragmatic and culture inputs to empower the online subject-knowledge-domain assigned to study. So, second language learners can perform appropriately foreign language assignments.

### BL LEARNING INPUTS

From the perspective of L2 learners; equal to say "doers"; the student adopted position when using BL will determine the well-development of the foreign language subject taught as they function as **[Coordinators], [Builders], [Customers]**:

**As coordinators**, students are called to manage the progress of their own foreign language acquisition. They have to deal with the study of BL assignments given, time, management, and completion of the tasks assigned.

**As builders**, students are called to position themselves to acquire and develop second language learning capabilities.

**As customers**, students are expected to be treated fairly before the beginning and throughout the BL teaching and learning process. So, for students getting right this specific function; they are required to assume mindfully the role to play when using BL.

## II. METHODOLOGY

The aim of this study has been to deliver a valuable conceptual academic prospect based on a materialized use of Blended Learning (BL) in Spanish foreign language classroom with emphasis on lecturing treatments and learning approaches. In order to pursue this objective; the research was conducted by using mixed quantitative and qualitative research techniques. The study focused on collecting, analyzing, and mixing both quantitative and qualitative data because both research methods work together offer the best way to address the subject presented. This criterion involved the collection and analyze of associated researchers' input, blended learning lecturing treatment and learning approaches used to conduct Spanish foreign language classroom, and the outputs from a survey given to 100 Spanish foreign language learners. See table 1: Online Setting Material Survey and table 2: Computer Usage Language Satisfaction Index Survey.

**Table 1: Online Setting Material Survey**

Statements	Statements Rate	Outcome
The Spanish language online materials given show connection with the language topic to study	Strongly disagree	0%
	Disagree	0%
	Neutral	18%
	Agree	59%
	Strongly agree	23%

## Based Conceptual Blended Learning Didactic Prospect

The online Spanish language materials given provide information regarding the language topic to study	Strongly disagree	1%
	Disagree	0%
	Neutral	11%
	Agree	69%
	Strongly agree	19%
The online Spanish language materials given match the level of language proficiency to acquire	Strongly disagree	2%
	Disagree	2%
	Neutral	18%
	Agree	64%
	Strongly agree	14%
Although the Spanish language mentor assistance is still crucial to understand linguistic-issues related to the second language own pronunciation, lexicon and grammar; the online materials given have been useful to study (solo) the lessons of the Spanish language course assigned to me and develop this way language capabilities	Strongly disagree	3%
	Disagree	3%
	Neutral	20%
	Agree	57%
	Strongly agree	17%

**Table 2: Computer Usage Language Satisfaction Index Survey]**

Statements	Statements Rate	Outcome
From 1-10 scale raise the level of the Spanish language acquisition you think you have acquired by using computer as mediator	1	0%
	2	1%
	3	6%
	4	3%
	5	16%
	6	14%
	7	30%
	8	25%
	9	2%
	10	3%
From 1-10 scale raise the level of the Spanish language teaching by using computer as mediator	1	1%
	2	0%
	3	5%
	4	4%
	5	15%
	6	19%
	7	24%
	8	22%
	9	7%
	10	3%
From 1-10 scale raise the self-learning beneficial-development you have acquired by using computer as mediator for teaching and learning Spanish language	1	0%
	2	2%
	3	4%
	4	3%

5	16%
6	10%
7	26%
8	26%
9	8%
10	5%

### III. RESULT AND DISCUSSION

The methodology strategies used in this research study helped to present the facts of the elements accessible in the manuscript, which have been exposed with the purpose to highlight the reasons for which this research-study has been conducted. The data gathered regarding a series of research-studies has been placed in the Introduction Heading part of this study, matching that way the intended meaning for which they were selected and studied. Although these researches have outlined one way or the other important issues related to the implementation of the Blended Learning method in language teaching and learning; none has done it the way the present study has done, which is a reflex of authenticity. To corroborate this remark, the study has offered a rational view based on lecturing and learning inputs that are of great academic values. It has incorporated foreign language teaching and learning insights based on awareness paths when using the Blended Learning method, which have misinterpretation lecturing treatments and learning approaches as background, and which are currently affecting the well-implementation of the Blended Learning method in foreign language classroom.

As a result of setting all the statements given in the survey goggle forms-questionnaire to measure the viewpoint of the Spanish foreign language learners towards the Blended Learning lecturing treatments and learning approaches; statically speaking, the data gathered from the tables clearly show the level of concordance between the statements and the intended purpose for which they were set. The four statements from table1 show the measured views related to the objective of the study, which emphasis on lecturing treatments and learning approaches. Despite the fact that some neutrality percentage stands are shown in table 1; a high favorable level of agreement percentage have been declared by the participants. The first statement shows 59% and 23% / the second 69% and 19% / the third 64% and 14% / the fourth 57% and 17%. This is a remarkable percentage that makes relevant the implication of the blended learning lecturing treatments and learning approaches inputs provided in this study. The outcomes from table 2 were measured based on a scale where 1-4 represents the low, 5-7 the average and 8-10 the high. By considering this criterium and results, I would say that the three statements from table 2 also show the measured views related to objective of the study as well, and a high favorable level of agreement percentage. The first statement shows 16% 14% 30% 25% / the second 15% 19% 24% 22% / the third 16% 10% 26% 26%. Thus, when looking at the data gathered from the tables shown, one could validate the results by making a comparable analyze based on the objective of the study.

In attempting to make relevant the literature framework of the study, which is based on 1) Research methodology. 2) Subject matter domain. 3) Discussion and Result. And in order to make understood the research's objective, which has been to deliver a valuable conceptual academic prospect based on a materialized use of Blended Learning (BL) in Spanish foreign language classroom with emphasis on lecturing treatments and learning approaches; the study underlined a series of significant inputs that clearly show the importance of acknowledging the role that teachers and learners should assume and play regarding the implementation of the Blended Learning method in foreign language classroom. Academically speaking, I would affirm that it might be a pedagogical error for teachers as well as for students not to be very aware of the role they should assume and play when using the Blended Learning method in foreign language teaching and learning classroom. It is proved that both parties' awareness will play an essential role in determining good academic results, which has been demonstrated through the responses given by the 100 Spanish language students to whom the survey was given.

### ACKNOWLEDGEMENT

The author is very thankful to all the associated personnel in any reference that contributed in/for the purpose of this research-study. The research-study holds no conflict of interest and it is not funded through any local or foreign monetary source other than being sponsored by the professional interest of its author.

### CONCLUSSION

The data presented in the manuscript contextualize clearly the subject-matter-domain exposed. In conjunction with which, the study has presented remarkable and credential researchers view on the subject discussed and added new supported finding with emphasis on lecturing treatments and learning approaches when using the Blended Learning method in foreign language classroom. The outcome from using the blended learning assignments based on the BL lecturing and learning insights outlined in this study helped in determining the good foreign language academic results unveiled in the responses given by the 100 Spanish

## Based Conceptual Blended Learning Didactic Prospect

foreign language students, which could be used as a recycled-model for foreign language teachers to enhance lecturing skills and develop competence materials based on the use of the Blended Learning method in foreign language classroom. Thus, this study is a valuable contribution to the field of Education and Applied Linguistics, and as such, it lets at the disposition of the readers and the specialized critics for its evaluation.

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