The Using of Hybrid and Blended Learning Model to Reinforce Language Learner Motivation and Learning Material Based on Learner Needs

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Abstract

The purposes of this paper are to (1) describe the using of hybrid and blended learning model in language learning, (2) explain the way of implementing these two learning models, and (3) hook it to the language learning motivation and material process based on learner needs. The rapid development of recent technology has touched many fields of human life, including language teaching and learning process. Hybrid and blended learning model become the popular term in pedagogical envir021tment nowadays, as the effect of rapid technology development. Hybrid and blended learning model combine or mix the traditional teaching concept (face to face) and modern teaching concept (web-based learning). Although these two learning models seem the same, there are actually some differences in the implementation, which would be explain in this paper. These learning model are frequently choosen to create an efficient time of teaching learning process, related to the list of learning material and leaner need. The combination of traditional and modern teaching concept could increase learners motivation and the interaction between learners and their subject. There are three major conclusions of this paper: (1) there are at least two differences between hybrid and blended learning model implementation: the percentage and design (also structure), (2) the implementation of these two learning models should be based on what learner needs, and (3) these learning models could be used to reinforce language learning motivation and material.

Keywords: hybrid learning, blended learning, language learning, traditional teaching, modern teaching, computer-mediated learning, web-based learning.

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1. Introduction

Teaching and learning is essentially the process of transferring knowledge from teacher to the learner. The effectiveness of transferringring knowledge could be achieved by selecting appropriate learning model, which should be supported by learning approach, method, strategy, and technique. Therefore, teacher should choose appropriate learning model to lead teaching learning process. In this case, the selection of appropriate learning model would help teacher to achieve the predetermined goal of learning.

In the case of language learning, an ideal language learning should be aimed to some stages of increasing communication skill of the learner to use language properly, either in the form of oral or written. Thus, Language learning should be effectively and efficiently implemented to optimize and establish learner language skills: writing, speaking, listening, and reading.

The four language skills are not easy to be mastered. The learners might be flustered by some difficulties found in learning and developing their language skills. As the result of this problem, leaner would experience the lack motivation to learn language. In addition, language teachers should have plentiful times and chances to deliver many learning materials. In consequence, they should find out the best way to overcome this language teaching learning problem so that the goal of learning would be easily achieved.

The famous term to overcome the lack motivation of learner in joining on learning process is "reinfocement". In language learning process, giving reinforcement to the learner is a good method to motivate and "activate" learner to be ready in receiving the four language skills knowledge transferred by the teacher. Both hybrid and blended learning, in the scope of language teaching learning, could be used as a media or way to reinforce learner motivation and learning material, as explained by Radosavlevikj Ref. [1].

The process of increasing learner language skill could be achieved when the teacher use appropriate learning model which is chosen based on learner needs and what faced by the learner. Learning model should involve reinforcement action in each learning activity. Learning model which could be used to help teacher in giving reinforcement in language learning is web-based learning.

Rapid development of technology inspires many language teachers to use advanced learning model which involve the use of technology. Internet, in this case, could be used to carry out internet-based learning model. Applying teaching learning process based on internet could make teacher to create an efficient time in transferringing knowledge on the process of teaching learning.
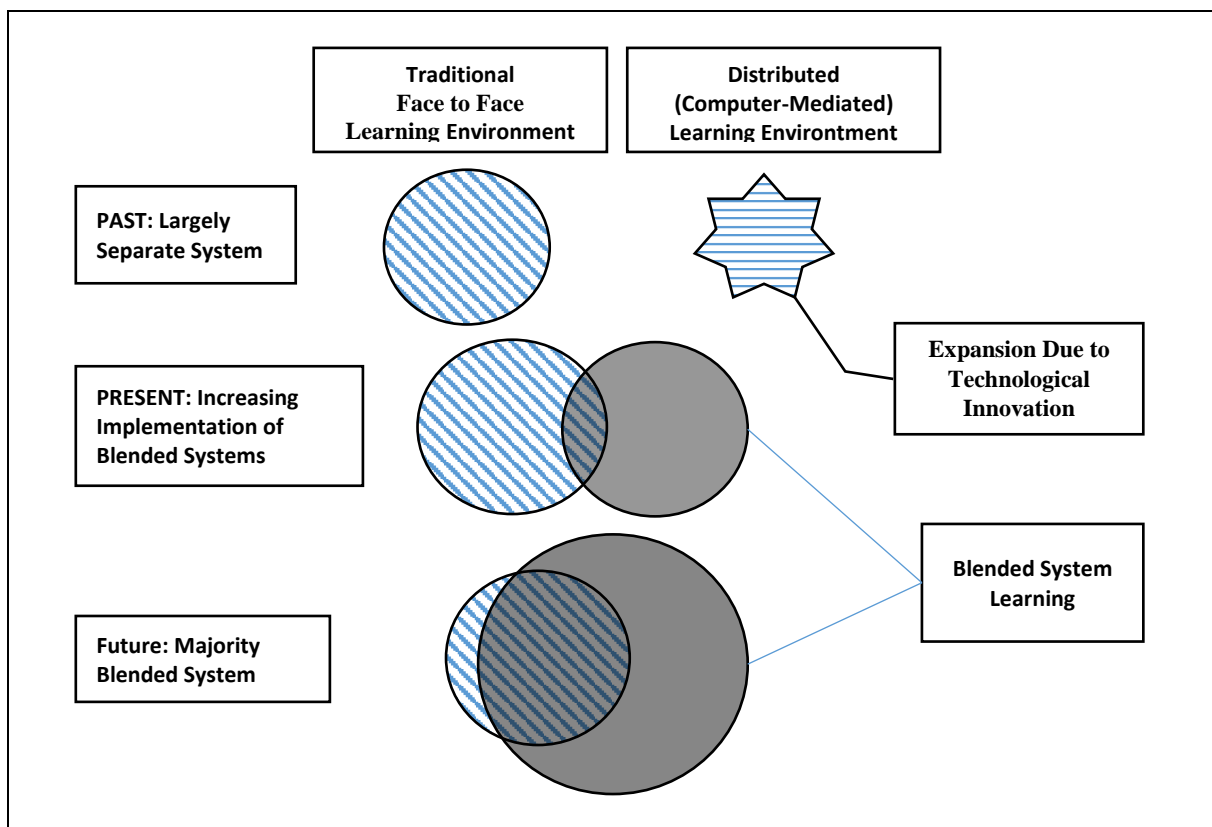

Figure 1. Progressive Convergence of Traditional Face-To-Face and Distributed Environments Allowing Development of Blended Learning Systems (Ref. 10)

Figure 1 above show the development of learning system nowadays. In addition, the implementation of internet based learning could make flexible learning process because learning material could be accessed anywhere and anytime. An easy and flexible access offered in web-based learning makes this learning model is widely implemented on many pedagogical environtments.

Internet-based learning model could be developed by using some applications e-learning, CMS (Content Management System), video streaming, skype, website,

blog, and LMS (Learning Management System). Some of those application are free and open source, so that people could modify and develop the application based on their need.

This learning model inspires teacher to able in combining traditional and modern learning style. The famous name of this learning model is hybrid learning and blended learning. Those two learning models could be used by teacher to maximize language teaching learning process.

Hybrid and blended learning model actually refers to the same concept, combining tradional learning style (face to face) and modern learning (web-based learning: Moddle, Atutor, Efront, EdModo, etc). The tradional learning is applied in the classroom, and modern learning process is applied online or published.

Since modern learning model now provides easy access to learning material, the learner could access the subject (learning material) anywhere and anytime as long as there is internet access. This easy access which would present reinforcement in language learning process.

2. Traditional Language Learning Style

Appropriate learning model could help teacher to make the learner receive learning material with better comprehension and create enjoyable environment in the classroom. To achive this goal, learning process could be firstly implemented by analyzing learner needs, giving attention to learning model used, and selecting relevant learning model.

Traditional language learning style could be simply defined as face to face (F2F) learning process in which teacher attend to the classroom and interact with the learners. This learning style tends to teacher-centered learning process because teacher lead the channel of learning. Bersin in Reference [2] explain that the problems faced on this learning style are:

a) Lack of scale
b) Large class sizes and expensive cost
c) Long deployment test

The problems found on traditional learning style above could give unwanted effects to the effectiveness of the learning. The effectiveness of language learning could be easily achived when teacher is able to choose relevant learning model. Learning model which could be used to overcome the problem of traditional learning style above are hybrid and blended learning.

Those two learning model combines traditional learning and modern learning style. Because modern learning style could be in the various form (video, graphic, or audio), learner would be motivated to the learning process. The combination of those two concepts could also stimulate learner motivation and provide good reinforcement action in delivering learning material.

3. Hybrid and Blended Learning: Definition and Differences

A. Definition

Reference [3] provides rigorous definitions of hybrid learning and hybrid learning programs, and shed light on the many possible types of hybrid learning. Hybrid learning is a mixture of traditional instructor-led in-class learning and e-learning which does not require the instructor and students to be concurrently present in the physical classroom.

Hybrid learning represents approximately a half way point on the pedagogicalcspectrum. Simon in Ref. [4] expained that these learning systems are designed to leverage the strengths of face-to- face instructional contacts with web-based knowledge acquisition which focuses on distance learning and virtual collaboration. Hybrid and blended learning are learning model which its process involve the combination of two learning concept. Hybrid courses are courses in which a significant portion of the learning activities

have been moved online, and time traditionally spent in the classroom is reduced but not eliminated as cited on Ref [5] by Graham and Stein.

Glazer on Ref [6] said that "Blended learning is the process of mixed learning concept: face to face and online so it becomes unique learning expereince". According to Bersin Ref. [2], " Blended learning is the combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats".

According to Tucker in Ref [7], "Blended Leaning is integrated cohesive, it means that the learning model combine traditional learning style and online learning component. Furthermore, acccording to Thorne and Mackey, blended learning is mixed learning concept which use multimedia technology, CD-ROM, virtual classroom, voice-mail, e-mail, video streaming, and so fourth.

Based on some statements above, blended learning could be defined aslearning model which combine traditional learning style (face to face) and modern learning style (web-based learning). These two learning models could solve problem related to limitation of learning time. Language teacher could transferring his knowledge as predetermined objectives. Thus, learning material could be optimal delivered. According to Reference [2], people choose blended learning for three reasons: (1) improved pedagogy, (2) increased access and flexibility, and (3) increased cost-effectiveness.

Learning is also assumed as a way to maximize learning process. Blended learning could help teacher in giving appropriate reinforcement. The reinforce-ment is about the learner motivation to learn language, the learning motiva-tion would increase blended learning could make unique learning expereience.

The learning process done by teacher is not limited to receiving many theories which could reduce learning motivation in classroom. The use of web-based learning would make learner to have higher motivation and attention to language learning. In addition, reinforcement could help teacher in delivering learning material so learner could be able to receive transferred knowldge given by teacher.

B. Differences

Both hybrid and blended learning actually refer to the same activity in which the learning process are combined: traditional and modern learning style. Since the two terms are related to the same activity, hybrid and blended learning seems the same. In fact, there are some differences between hybrid and blended learning.

a) The Percentage of Face to Face and Online Learning

Based on table 1 from Ref. [8] and table 2 from Ref. [12] hybrid learning, for example, there is significant difference between hybrid and blended learning in which hybrid has 45-80 percent of online activities, while blended is 45 percent.

Table 1. Taxonomy of terms related to hybrid and blended learning

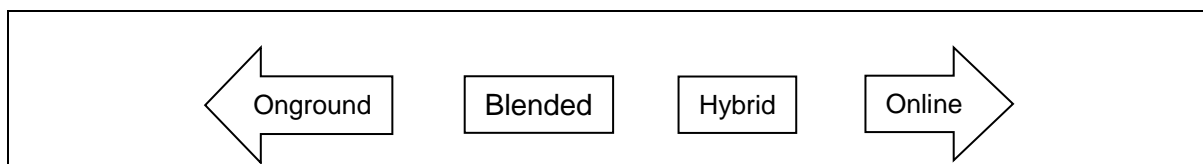| No.	Term	Definition
1	Web-enhanced	Minimal amount of online material: course announcement
2	Blended	Subjects that utilise significant online activities, but less than 45 per cent.
3	Hybrid	Online activities replace 45–80 percent of face-to-face class meetings.
4	Fully Online	80 per cent or more of learning materials are conducted online.

Figure 3. The Stages of Online Activities

Table 2. Example of Learning Design and Structure of Blended Learning

Minutes	Learning Goal	Meeting	Specific Learning Goal	Allocation				Learning Material
				Face to Face	Σ	Web-Based (Online)	Σ	
200	1	1	1	1, 2, 3, 4, 5, 6	6			Basic Theory
		2				7	1	Basic Theory
300	2	3	2	1	1			Grammar
		4				2, 3, 4, 5		Grammar
		5		6	1			Grammar
400	3	6	3	1, 5, 6	3			Types of Text
		7				2, 3, 4	3	Types of Text
		8						Types of Text
		9						Types of Text
200	4	10	4	1, 5, 6	3			Writing Dev
		11				2, 3, 4	3	Writing Dev
200	5	12	5	1, 6	2			Correspondence
		13				2, 3, 4, 5	4	Correspondence
200	6	14	6	1, 2, 3, 6	4			Letter
		15				4, 5, 7	3	Letter
		16						Assessment
1500					20		14	

b) Learning Design and Structure

Hybrid learning is more designed to create an effective learning based on the learner need. When all learners are ready to receives knowledge transferring in the form of online activities, this learning model would be set. Language teaching in hybrid learning model is not focused on the predetermined learning structure or plan. The teacher could modify learning design and structure when those could not optimally give positive result in the process of learning. It means that hybrid learning is more flexible learning model which is not focused on learning design and structure, but more focused on learning content and the process of helping learner to receive learning material by using various delivering models.

Meanwhile, in other hand, blended learning is more focused on learning material. Teacher would design the learning based on learning material. "A blended learning activity is designed as a learning process which the student does", as explained on Ref. [12]. In this case, blended learning denotes learning model which is more focus on the learning design and structure than the content of learning. As mention on the previous explanation, blended learning is designed by language teacher. In this learning model, learning design and structure has been arranged, and it must be carried out based on the design and structure. The teacher assumes that every design and structure which have been made is the best procedure to achive learning goal, see table 2 above.

4. The Implementation of Hybrid and Blended Learning

a) Hybrid and Blended Learning

The implementation of hybrid and blended learning in language learning is firstly proceded by the process of building the knowledge. This process occurs on online access (CMS). This way is choosen in order to stimulate learner to have significant knowledge to achieve further

learning. The second stage of of hybrid and blended learning is personal interaction. Personal interaction is done in classroom (face to face).

After language learner build the knowledge, in this stage, the teacher interact to his learners. Teacher could also discuss some knowledge received from previous process. Furhermore, learner could also discuss unclear learning material on the first stage. The last but not least, the last stage of hybrid and blended learning is syntesis. In this stage, teacher would do some accessment to language learner skill. Language teacher would give some tests to access language learner skill and competency. This last stage is done by online, using CMS. There are many advantages of implementing hybrid learning. Lindeman in Reference [1] has clear explanation of advantages of hybrid learning implementation:

- Increased Learning
- Fosters independent learning
- Interaction
- Flexibility
- Convenience
- Increased Instructor satisfaction

b) Learner Development Stages in Hybrid and Blended Learning

The Figure 2 has relation to bloom taxonomy stages, which is usually applied on both hybrid and blended learning. The stage of building knowledge is done online, using CMS. The appication and alaysis becomes the next step. This stage is done offline or face to face in the classroom. In this stage, there is direct interaction between teacher and student. The further step is syntesis and evaluation. This stage is done online. In this stage, teacher gives test to access learner competency or skill.
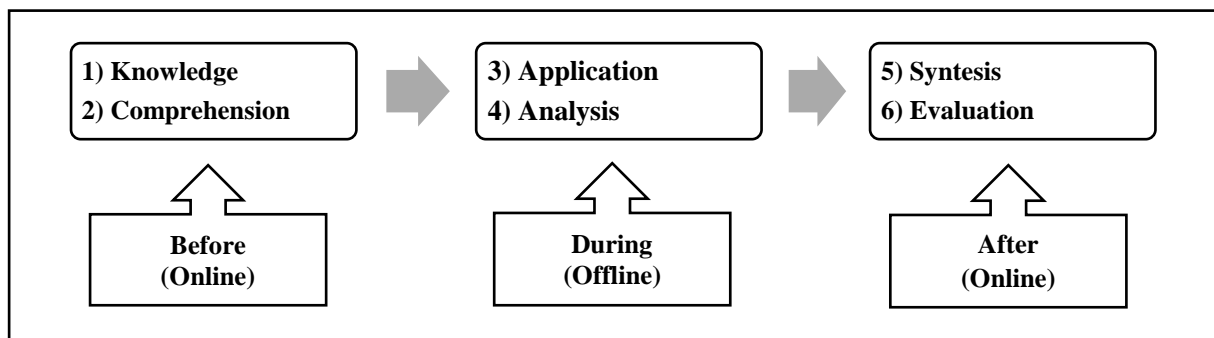

Figure 2. Hybrid and Blended Learning Using Bloom Taxonomy

5. Hybrid and Blended Learning to Reinforce Learner Motivation and Learning Material

Reinforcement in teaching learning process is done in order to create reflective feedback from learning attitude. The respond could be in the form of verbal and nonverbal. Reinforcement is an important aspect in teaching learning. Reinforcement could be one of indicator which show that the learning goal is achieved. In this case, both hybrid and blended learning could be used as a learning model to create reinforcement to the learner.

Hybrid and blended learning model are not only about academic competency or cognitive aspect, but also psychological aspect of the learner. These two learning models could motivate learner attention to join on teaching learning subject or material developed by teacher. The reinforcement is not only limited to the learner motvation, but also learning material. In this case, delivering learning material in modern way or web-based learning could make the learner could learn in many situations. Thus, these two learning models could get realtime reinforcement. The more learner

do online learning interaction, the bigger reinforcement could be had by them.

6. The Implementation of Hybrid and Blended in Language Learning Based on Learner Need

Reference [9] expains that web-based learning could free the learner to pursue alternative goals. The four language skills are the main aspects which would be learnt by language learners. These four language skills have the specific learning material. For reading skill for example, when learning material is about demonstration (reading loud or insentive reading), the learning material about this material could be published online, so that the learner could be easily access learning material.

The wide content of language learning material shoud be smartly developed by teacher to deliver appropriate learning model. Blended learning could be used to solve the problem of delivering wide content of language learning material because blended learning is related to the learning design and structure.

Reference [9] reveals that determined percentage between face to face and web-based learning should be related to learner levels (undergraduate, graduate, continue education), the class wide or audience, and learning material.

The process of learner should be in line with predetermined learning design and structure. Meanwhile, in hybrid learning, the learning process is not focused on the learning design and structure. This learning model is more focus on the content of learning. Language teacher has prepared the design and structure. If there is some problem faced in the process of delivering material, the teacher could modify the design and structure of learning in order to effectively achieve the learning goal.

7. Conclusion

Hybrid and blended learning combine traditional learning and modern learning style. Because this learning model could provide unique learning experience, these learning models could reinforce learner motivation and learning material. The reinforcement could be seen from the process of giving motivation to language learner and learning material.

The mix of delivering learning material would make learner become attractive. In addition, reinforcement process could be achived if teacher could engage the learning material. The language learning could receive learning material on flexible way, as long as there is internet connection/access. Reinforcement, in this case, is formed from the quantity of language learners in receiving learning material learnt by them. The more language learners get easy access to learning material, the more they get reinforced.

Hybrid learning model is more flexible, and it is not focused on the design and the structure of the learning. Hybrid learning is more focus on the process of helping the learner to learn learning material by using dynamic and attractive delivering style or model. In contrast, blended learning model is more focused on the design or structure of the learning than the content.

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