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for everyone. The separate form of work is used to solve different didactic problems at different stages of the lesson: mastering new knowledge and combining them. , to build and reinforce skills and abilities, to repeat and generalize the material covered. Homework is more common when doing independent and supervised tasks. However, this type of social skills development has a significant drawback - when a student works on a task, he is isolated from other students and is solely responsible for the success of this exercise.

With this type of organization of educational activities, the student does not interact with other students, which prevents him from being in society, solving disputes and problems, and being part of a group. The most common way of organizing students' educational activities is a class in which all students of the group perform a common task under the direct supervision of the teacher. The work is carried out at the same pace as the whole class. The teacher tries to influence all those present at the same time by telling, explaining and showing. The main form of organizing students' learning activities helps to establish a close relationship between the teacher and the class, a friendly joint work of students, during which not only education, but also general participation in solving educational problems is achieved.

Mutual assistance, the formation of stable cognitive interests, allows the use of various methods and techniques to enhance the learning process. Often used at the initial assimilation stage of new material with problem-based, informative and explanatory-demonstration, this type allows to involve the maximum number of students in active learning and cognitive activities... they consider one. This is not accidental, because "educational activity is a collective and socially organized network of relationships, relationships and communication".

Psychologists have proven that collaborative work in groups of students and teachers is the primary form of independent work and determines the skills of actions such as goal setting, planning, monitoring and evaluation, without which learning is impossible. To summarize the learning activities, let's refer to the structure of group learning activities, which consists of the following links:

1. The motivational-reflective connection involves students' joint analysis of conditions and possibilities, as well as their acceptance or rejection of a single educational problem.

2. Executive connection - the implementation of existing knowledge when performing a group of educational activities and tasks collectively or locally. Mutual support and accuracy, the ability to adequately criticize oneself, and a sense of responsibility for the outcome of a common cause are especially necessary here.

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EXPERIENCING BLENDED LEARNING IN ENGLISH LESSONS AT HANOI UNIVERSITY OF MINING AND GEOLOGY, VIETNAM

Abstract

The development of the Internet has opened a gateway to new alternative learning models. One of

these is blended learning (BL), which combines online and face-to-face learning. This study aims at investigating learners' satisfaction with experiencing blended learning in English lessons at a university in Vietnam. The students in English course 1 experienced classes divided into two phases: phase 1- using traditional face-to-face teaching and phase 2- using a blended learning approach. Following the feedback from survey questionnaires, semi-structured interviews, detailed data analyses were made in the study. The results showed that a great number of learners exhibited overall positive satisfaction with the blended learning lessons. Implications are made to improve the course's quality and provide directions for future research.

Key words:

blended learning, language skills, learning English, mixed method

1. Introduction

Today, with the development of information technology and the Internet, online teaching and learning have become an inevitable trend in the field of education in the world in general and in Vietnam in particular. Research and practice show that information technology can help teachers and learners make drastic changes in the teaching and learning process, creating opportunities for learners to develop creativity, problem solving ability, information processing skills, communication skills and other higher order thinking skills.

Research around the world has shown that the blended learning (BL) model combining online teaching (E-learning) and face-to-face teaching (face-to-face) is emerging as a successful model of using computers, portable smart electronic devices such as smartphones and tablets of students, etc., create opportunities for interaction and communication to help teachers achieve their goals and tasks, and save time, cost, overcome the limitations of geographical distance and increase the quality of education at the same time (Graham, Woodfield & Harrison, 2013; Neumeier, 2005). Thus, the harmonious combination of online and face-to-face teaching in the integrated teaching model has created an open learning environment, unlimited in space and time, in order to optimize the learning process, improving the quality of teaching and learning.

It can be said that the time of social distancing due to the COVID-19 pandemic has opened up a golden opportunity for the integrated teaching model to be implemented synchronously and comprehensively at higher education institutions as well as the University of Mining - Geology as an inevitable trend of modern education in the period of integration with world education.

During 2 years of online teaching during COVID-19, the author noticed the positive aspects of online teaching in applying a number of online activities to further support students' English learning. After the stressful time of the COVID-19 pandemic, everything returned to normal, realizing the feasibility of combining traditional teaching with online teaching to teach English is very urgent because it is not only a temporary solution during the COVID-19 epidemic season, contributing to the process of designing integrated curricula in the future, but also being seen as the contribution to educational innovation for higher education in Vietnam, keeping up with advanced education in the world. The research and development of lectures applying the BL in teaching English at the university level in general and at the University of Mining and Geology in particular at the present time is very significant.

The level of learner satisfaction plays a major role in measuring the effectiveness of blended learning, which is influenced by various factors (Chen and Yao, 2016). This study aims at investigating learners' satisfaction with experiencing BL in English lessons at the Hanoi University of Mining and Geology, Vietnam. To evaluate the satisfaction of students toward the blended-learning lessons, an action study was conducted on group 182 - English course 1 of the regular training program, in two phases in the 1st semester of the academic year 2022-2023. The author conducted this evaluation as an evidence-based study to form a

judgment on the lesson plan's effectiveness and to identify issues for future improvement. The author made use of both quantitative and qualitative methods to get deeper look at the issue. In this study, two collection instruments were used in order to collect data: an online survey questionnaire, an individual interview.

The author divides the research into 2 phases. In the first phase, the author adapted the traditional face-to-face lesson plan (without extra online activities) for half of the assigned lessons in the textbook: *New English File, Pre - Intermediate*, Clive Oxenden, Christina Latham-Koenig, Paul Seligson, 2006., Oxford University Press. And in the second phase, the author conducted the blended learning lesson plans for the remains.

For the online learning, the online tasks (pre-reading activities, vocabulary learning, online quizzes, videos, writing tasks, etc.) are designed to align with the objectives of the lesson; and each task is selected for specific parts. The tasks are varied and authentic, which are relevant to online learning environment. Consequently, there is a strong connection between face-to-face class activities and online learning tasks. The face-to-face activities are based on the textbook. The time allocation is reasonable.

2. Theoretical background and Methodology

2.1. An overview on Blended learning (BL)

A blended learning model, also known as an integrated learning model, is a combination of face-to-face teaching with current online teaching models (E-learning). The BL model is a learning model researched and proposed by the University of Cambridge, UK and applied by many major educational institutions in the world. With the strong development of the Internet and smartphone technology, BL is the optimal choice, giving students the opportunity to learn English anytime, anywhere, while still ensuring the interactivity of foreign language. The combination of both traditional classroom instruction and a digital environment creates a more personalized, effective, and productive learning experience.

2.2. Methodology

In this paper, two research instruments including online survey questionnaires, semi-structured interviews, together with detailed data analyses, will be presented. Actual information from all the participants can be obtained by using surveys. Questionnaires and interviews are the most popular methods of data collection in surveys, as they are quick, valid and easy. With the aim of obtaining as accurate information as possible, the researcher used both instruments. This also helps increase the validity and reliability of the research. The study was conducted for 48 students of K66 group 182, English course 1, at the University of Mining and Geology, during the learning period from August 2022 to October 2023.

2.2.1 Questionnaires

In this study, the Google Forms questionnaires were delivered online to the students. To prevent the situation that participants gave random responses due to their laziness or were not favorable to it, the aims and directions of the surveys were clarified thoroughly to the participants in advance. Additionally, the questionnaires' language was understandably facilitated for students.

Participants were asked to show their agreement or disagreement level by choosing one of five answers: strongly agree, agree, partially agree, disagree, strongly disagree conforming to Likert scale. They were required to read 10 statements and rate them from 1 (strongly disagree) to 5 (strongly agree).

To prevent random responses by participants due to their lack of interest or laziness, the purposes of the surveys were explained clearly to the participants. The language used in the survey was simplified to help students understand it carefully.

2.2.2 Semi-structured individual interviews

The researcher applied interviews that are ideally designed to produce reliable results as an extra instrument to check the compatibility between questionnaires and that instrument (supposed by Jurkovič, V.(2015), Chih-cheng, (2012). and Lin, L. F. (2010)). Ten individual interviews were conducted after the

innovation to collect data about students' detailed reflections on the research, their problems, their ideas about BL and their recommendations.

In comparison with questionnaires, the semi-structured interviews brought about a better understanding of the subjects since the interviewees' ambiguous answers could be immediately clarified and the participants' non-verbal communication could also be observed (Ary, Sorensen, Razavieh, 2009). The researcher only used note taking to record the interviews to assure confidentiality. Another reason for not recruiting audio-recording was the noise of the surrounding classrooms, traffic roads and the fans in the classrooms. Semi-structure interviews were implemented based on a ten-question-list set up by the researcher.

Last but not least, the interviews were held in the empty classroom at the university after the participants' studying time. A comfortable atmosphere was maintained during the interview so that the participants felt comfortable and were not influenced by any pressure to reveal their thoughts freely.

2.2.3. Collecting and processing data

To get learners' opinions on the BL application, the researcher sent a Google Forms questionnaire consisting of 10 questions about BL experiences designed according to the Likert scale by the end of the eighth week. It was expected that all forty-eight students would participate in answering the questionnaires delivered after the innovation; however, in fact, there were only thirty-three responses. Then, the data and charts were given in the Google Forms result.

The note-takings of ten students' individual interviews were stored carefully. During the analysis process, open coding and axial coding were utilized. The research took the data apart and labeled it according to the researcher's themes (interview questions). Then, the researcher compared the data, highlighted and noted the emerging similarities and differences. After fulfilling the comparisons, the data was put back together in new categories to develop links between themes and categories for the final result.

To sum up, the results obtained by the learners are very positive. Most students are satisfied with blended learning. Many students expressed satisfaction with the teaching methods, and they also agreed that the engaging interactive activities and interesting self-study content of blended learning contribute to the improvement of English skills for learners. It also motivates and makes it easier to understand and remember, absorb knowledge, and make better use of time. The research results show that teachers can apply BL effectively to help students achieve their goals in learning English at the university.

3. Results and discussion

To assess the satisfaction level of students when applying blended learning (BL), the author conducted an online survey using a questionnaire for the students in group 182, K66 at the University of Mining and Geology. The questions are measured using a 5-point Likert scale, with options: 1 = strongly agree; 2 = agree; 3 = partially agree; 4 = disagree; 5 = totally disagree. Thirty-three students responded to the survey with 33 valid votes included in the analysis. The results of the study are summarized in Table 1 below.

Table 1

Feedback from the students in Group 182- English course 1

| Percentage (%) | 1 | 2 | 3 | 4 | 5 |
|---|------|------|------|---|---|
| Questions | | | | | |
| 1. I find the BL course content easy to understand. | 33.3 | 57.6 | 9.1 | 0 | 0 |
| 2. I find the BL course useful. | 45.5 | 48.5 | 6.1 | 0 | 0 |
| 3. I find the BL course content interesting | 33.3 | 57.6 | 9.1 | 0 | 0 |
| 4. I actively participated in the BL activities. | 24.2 | 57.6 | 15.2 | 3 | 0 |
| 5. I am satisfied with the BL approach. | 36.4 | 51.5 | 9.1 | 3 | 0 |
| 6. I am satisfied with the materials used in the integrated course. | 45.5 | 45.5 | 9.1 | 0 | 0 |

| Questions | Percentage (%) | 1 | 2 | 3 | 4 | 5 |
|---|----------------|---|------|------|---|---|
| 7. I find the assessment methods in the course appropriate. | 33.3 | | 54.5 | 12.1 | 0 | 0 |
| 8. I find the online learning appropriate. | 30.3 | | 54.5 | 12.1 | 3 | 0 |
| 9. I find the self study activities at home appropriate. | 18.2 | | 66.7 | 9.1 | 3 | 3 |
| 10. I am satisfied with the BL class. | 36.4 | | 57.6 | 5.00 | 3 | 3 |

From the results of the table above, we can see that the majority of students are satisfied with the BL class. Out of 10 questions, 8 have no one strongly disagreeing or disagreeing with the BL class. There are few participants (0%-3%) who found the online learning inappropriate.

Sometimes, students might make random choices, making the collected data less reliable. There is a couple of the same information in the above questionnaire (number 5 and number 10) but it is illustrated in different words, however, the results are the same with 36.4% of the participants giving the rating of 'strongly agree'. Despite that, cross-check questions, should be made more frequent in other questionnaires.

Regarding the questions related to the content, interactive activities, learning materials, assessment methods, etc. in the BL lessons, most of the respondents agreed that those really helped them develop language ability and skills. This result is also consistent with the results of individual interviews with 10 participants. A total of 10 respondents answered that they preferred the BL to the traditional one because online activities are not only intuitive, easy to understand, interesting, and motivating for learners but also convenient, effective and useful when learners have time to prepare at home, practice language skills more frequently anywhere and anytime with portable devices. Apart from that, 6 out of 10 learners thought that additional activities related to listening and speaking skills should be added to the BL class, and 4 out of 10 people said that groupwork activities should be added to have more successful and effective lessons.

4. Conclusion

After this study, the author has more information and a deeper understanding of the satisfaction of students with blended learning experience. Despite the time constraints and some objective reasons, the learners' satisfaction with BL was generally favorable. From the analysis of the survey questionnaires and individual interview results, most students were satisfied with the BL experience in developing language skills. After experiencing the research, the researcher knew more about the problems that students may encounter in the BL. With some interesting unexpected situations, her knowledge as well as her skills in collecting and analyzing data were sharpened.

However, this study also had several limitations. The effectiveness of BL may be dependent on student characteristics, design features, and learning outcomes. As this study was implemented in a small class, some factors that could have influenced the final outcomes were not assessed in this study. Therefore, further well-designed randomized controlled trials should be done. The research considered a preliminary study would guide the researcher to think about how to design more effective BL lesson plans for learners to retrieve their goals and carry out more large-scale in-depth research appropriately in the future to avoid undesirable outcomes.

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ВНЕДРЕНИЕ КОНЦЕПЦИЙ ОБУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В ТЕХНИЧЕСКИЕ ВУЗЫ

Аннотация

В данной работе рассматривается вопрос особенностей развития английской языка в техническом вузе и их влияние на развитие образования. Проведен перекрестный и сравнительный анализ влияния различных факторов на развитие обучения английскому языку. Даны рекомендации по внедрению разработок.

Ключевые слова

Анализ, метод, оценка, английский язык, образование.

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