

Development and Application of Blended Teaching and Learning Model Using American Television Programs

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Abstract

General English education at the university level suffers from students' indifference in and negative attitudes toward English. This study attempts to overcome these problems by developing a conceptual blended learning model which derives a procedural model applying audio-visual materials to foreign language learning. This paper confirmed its effectiveness on students' affective attitudes to the level of statistical significance between the experimental and the compared group. The result shows that the model indeed contributed to the positive changes in the affective attitude of the experimental group to an intermediate and high level of positive running 3.5 and beyond. Finally, the procedural model that underwent modification of the items scored relatively low and a final procedural model was proposed.

Keywords: *Blended-Learning, American Television Programs*

1. Introduction

With the expansion of universities, general English education has been struggling with students' low preference for and negative attitude toward it. In this circumstance, American television programs can be utilized as authentic material through which learners can be immersed in the social and cultural aspects of the target language environment. This study attempts to overcome the problems by incorporating a blended learning model using television programs and by making the best use of the mobile environment.

Blended learning compensates for the disadvantages of the traditional face-to-face classroom, while also utilizing its effectiveness (Sang-Soo Lee, 2007). It provides learners with an appropriate type of learning according to their different learning styles by combining various teaching and learning methods. Hence, this study aims to develop a blended learning model and further apply it to confirm whether it helps learners improve their affective attitude.

2. Theoretical Background

2.1. Learning Model using Audio-visual Material

Allan (1991) presents various language learning models using audio-visual material. Two typical learning models are viewing straight through model, including the sound, and the audio elimination model.

2.2.1. Viewing straight through model: *Viewing straight through* model is structured into the following three stages.

- ① The pre-viewing stage: presented with vocabulary and questions related to the video.
- ② The viewing stage: watch the video, take notes, and pay attention to the visual information.
- ③ The post-viewing stage: participate in a group discussion.

2.2.2 The Audio Elimination Model: The audio elimination model is structured into the following five stages.

- ① The pre-viewing stage: asks questions about the topic, characters, context of the video.
- ② The first silent viewing stage: Learners watch the video without audio and are instructed to draw their attention to nonverbal communication rather than verbal.
- ③ The discussion stage: Learners discuss the presented content in pairs or in groups.
- ④ The second silent viewing stage: watch the video, guess the conversation, and role play.
- ⑤ Viewing with sound: confirm their guesses about the context, content, and verbal aspects.

In a lesson using audio-visual material presented by Altman(1989), Bouman (1995), Kerridge (1983), Williams (1983), the commonly suggested treatments are the pre-viewing stage, where learners' background knowledge is activated, the viewing stage, in which learners identify the flow of the content while watching the video, and the post-viewing stage, which connects to the post-learning activity. This study selected the three stages to be the underlying frame in the blended learning model to be developed and applied.

3. Methods of Research

3.1. Development and Subject of Application

This study implemented online and offline blended learning model; the online lesson provides vocabulary learning and background knowledge building, while the offline class includes listening comprehension, where learners watch a television program based on what they learned from the online lesson. For the optimization of the developed model, this research selected as its subjects three classes of students enrolled in a mandatory general English course in Y University, a four-year university in Chung-Buk province. Among the three classes, one is a control group and the other two are experimental groups.

Table 1. Comparison of Listening Comprehension between the Experimental and the Compared Group

Item	N	M	SD	t	p
Experimental group	49	62.91	11.01	-.287	.799
Control group	27	63.71	10.77		

A homogeneity check was conducted and the level of significance between the two groups was $p=.799$, which is not statistically significant, indicating that the experimental and the control group are homogeneous.

3.2. Research Implements

This study developed a blended learning model to be applied in the experimental, using American television programs, and combining an online lesson and a traditional face-to-face lesson. The control group was given a traditional face-to-face lesson with a textbook designed around the television programs.

4. Results and Argumentation

The basic structure of the blended learning model applied is as follows. For the online pre- and post- learning, students log on to a website, a virtual learning space designed by the researcher that provides materials and assignment needed to prepare for and review the lesson. All students are required to sign up for the website, and the instructor checks the attendance and submitted assignments. Based on the blended learning model developed in this study and also referring to Allan (1991)'s model using audio-visual material, the researcher designed the following procedural model Figure 1.

5. Results of Application and Modification of the Learning Model

5.1. The Effect of Blended Learning on the Affective Domain using American Television Programs

In order to verify the homogeneity, an independent t-test has been conducted on the pretest scores of learners' affective domain of the experiment and the compared groups before applying the relevant treatment to each group.

Table 2. Results of Independent t-test on the Pretest Scores of the Subjects' Affective Attitude

Item	Experimental Group (N=49)		Control Group (N=27)		t	p
	Average	Standard deviation	Average	Standard deviation		
Interest	2.41	1.08	2.21	0.63	.812	.421
Participation	2.19	0.96	2.11	0.77	.330	.743
Confidence	2.70	1.24	2.75	0.84	-.163	.871

Since the test results show there is no statistical significance in all domains between the experimental and control group two ($p=.421 \sim p=.871$), the affective attitudes of the two groups are homogenous. After giving the corresponding treatment to each group, another independent t-test was conducted on the posttest scores of the affective attitude to validate any statistical significance.

Table 3. Results of Independent t-test on the Posttest Scores of the Affective Attitude

Item	Experimental Group (N=49)		Control Group (N=27)		t	p
	Average	Standard deviation	Average	Standard deviation		
Interest	4.08	0.66	3.61	0.96	2.085	.042 *
Participation	3.85	0.53	3.32	0.98	2.473	.017 *
Confidence	4.04	0.59	3.50	1.07	2.293	.026 *

* $p<.05$

Table 3 represents that the average scores of the posttest on the affective domain has verified the statistical significance in the scores of the experimental group over the control group in all three domains ($p=.042 \sim p=.017$). Thus, one can conclude that the scores of the affective attitude of the experimental group have improved greatly, relative to that of the compared group.

5.2. Analysis of Learners' Perceptions and Attitudes toward Blended Learning Using Television Programs

In order to examine learners' perceptions and attitudes toward the developed model, researchers conducted a survey and the results are presented in Table 4. The scores in the perception and attitude have a full mark of 5 points, with 4.5 points and higher meaning "very positive", 3.5~4.5 points "positive", 2.5~3.5 points "negative", and 1.5 points and under "very negative."

Table 4. Scores on the Perception and Attitude toward Blended Learning using American Television Programs

Item	Experimental Group	
	Average	Standard deviation
blended learning system	4.01	0.85
adequacy of online assignment	4.07	0.91
effects of blended learning	4.27	0.72
attitude toward blended learning	4.07	0.87
effectiveness of American television programs	3.98	0.71

The average scores are between 3.98 and 4.27 in the experimental groups, who were given blended learning, indicating they have a 'positive' attitude and perception toward the treatment.

5.3. Modification in the Learning Model

Although there was a positive change in learners' attitude, there are certain aspects that require a systematic improvement, which will be dealt with in conclusion. Also, amendments needed in the level of online assignment and the offline textbook were further adjusted by improving learners' accessibility. To increase accessibility to the blended learning system, a virtual learning community was created via mobile SNS, which provides an alarming system that notes users when there is a new post to check. Through these newly added features, learners' attitude changed positively toward a rather active and autonomous one.

Procedures and Techniques			
Stage	Experimental Group	Control Group	
Pre-learning	Online vocabulary learning and background knowledge building	Offline textbook-based learning	
Introduction	Greeting, Review previous lesson, Motivation Presentation of learning objectives	Greeting, Review previous lesson, Motivation Presentation of learning objectives	
Development	Pre-listening activity	- Activating background knowledge - Discussion on related topics - Vocabulary check exercise	
	While-listening activity	<ul style="list-style-type: none"> ⊙ First listening (watching video with no subtitles) - comprehension check ⊙ Second listening (watching video with English subtitles) - Reading the script, words and expressions ⊙ Third Listening (watching video with Korean subtitles) - Comprehension check exercise - Review words and expressions 	<ul style="list-style-type: none"> ⊙ First listening(watching video with no subtitles) - comprehension check ⊙ Second listening (watching video with English subtitles) - Reading the script, words and expressions ⊙ Third Listening (watching video with Korean subtitles) - Comprehension check exercise -Review words and expressions
	Post-listening activity	- Raising cultural awareness, Role play	- Raising cultural awareness, Role play
Culmination	Wrap up and announcement of the next lesson		
Post-Learning	Lesson review Rewatch the video Submit assignment online	Review Advanced learning on the lesson with worksheets	

Figure 1. Procedural Blended Learning Model using American Television Programs

6. Conclusion

A conceptual blended learning model was developed into a procedural teaching and learning model, which was further applied in Y university, located in a mid-sized city. The results showed that, compared to the control group in a traditional classroom, there was meaningful improvement in the affective attitude of the experimental group, where the blended learning model was implemented. Based on the analysis of learners' perception toward blended learning using television programs, the scores indicate a 'positive' attitude.

These results are consistent with Ahn (2006), who analyzed the effect of incorporating video on learners' interest and listening competency and proved its contribution, and with Yoo (2003), that also verified the positive influence of audio-visual material on listening ability. Thus, this study confirms that the application of the blended learning model using television programs contributes in improving learners' affective attitude toward learning English.

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