

SOWMYA K.N. “ SCOPE, CHALLENGES AND PROSPECTS OF BLENDED METHOD IN ENGLISH LANGUAGE TEACHING FOR ENGINEERING STUDENTS.” THESIS. DEPARTMENT OF ENGLISH ST. THOMAS’ COLLEGE, THRISSUR, UNIVERSITY OF CALICUT, 2019.

## **CHAPTER IV**

### **ANALYSIS**

Effectiveness of the method and procedure implemented in the research as part of methodology is described by analysis of the results and interpreting the data in an appropriate and scientific manner. This chapter illustrates the explanation of collected records and the drawn out results. It begins with the presentation of the scores of the gathered samples followed by analysis. For analysing the effect of the research programme, values are evaluated using statistical measures and hypotheses of the research are being tested. The four communication skills and teaching method adopted in the research are analysed by this means. Pre test and post test including all the credentials of the research were conducted for the experimental group. Listening, speaking, reading and writing skills of the students are tested before and after teaching them through blended method. Outcome and impact of the current method has been compared with the traditional method.

#### **Testing of Hypotheses**

Formulated hypotheses are the driving force of the research and have tested statistically; both qualitatively and quantitatively. Among the five hypotheses, three are tested quantitatively and two are evaluated qualitatively. In this study, for quantitative analysis paired t test and for qualitative analysis frequency distribution table method has been adopted. This kind of substantiation set the root to prove hypotheses.

**Paired Sample Test**

Paired t test helped to identify whether the study has helped to improve communication skills of learners by analysing and comparing the recorded scores before and after the implementation of the method. In the present study the population is normal, large and the sample size is small. The researcher used paired sample test to find out the correlation between the values of pre test and post test. The values of both the tests are normally distributed and there exist a correlation between them. T test of the responses made the analysis possible. In this study, the significance level taken is 0.05.

**Listening skill****Null Hypothesis**

There is no significant difference in listening skill of the students between before learning through blended method and after the course.

**Alternative Hypothesis**

There is significant difference in listening skill of the students between before learning through blended method and after the course.

**Analysis of responses****Mean& SD table of pre-test, post-test& follow up**

**Table 4.1**

Variable	N	Pre- test		Post-test		Follow up	
Listening skill	50	Mean	SD	Mean	SD	Mean	SD
		3.5600	.95105	4.4200	.70247	4.3600	.80204

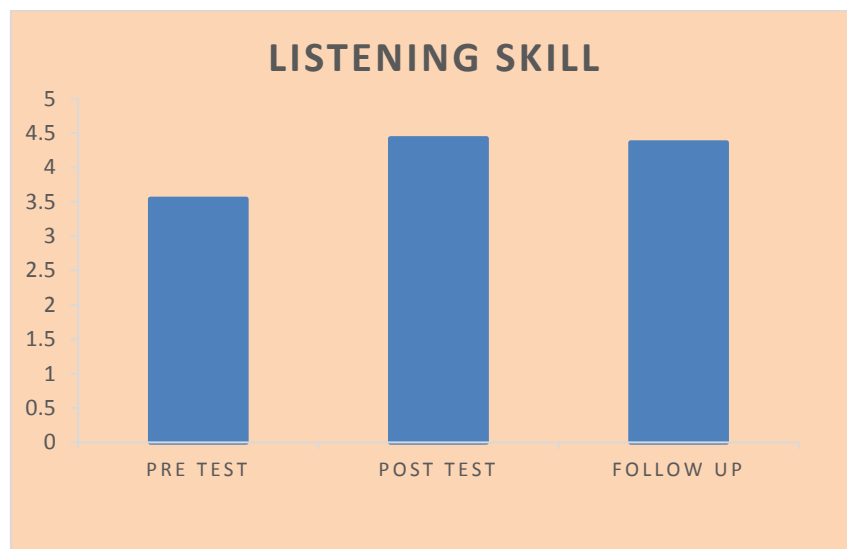
**Repeated Measures of ANOVA****Table 4.2**

Sources of Variation	Variable	Type III sum of Squares	df	Mean Square	F	Sig
Within group variance error	Listening skill	23.053	1.730	13.326	49.228	.000

**Post-Hoc test for Pre-test, Post-test and Follow up****Table 4.3**

Variable	Phase (I)	Phase (J)	MD	Sig
Listening skill	Pre-test	Post-test	-.860*	.000
		Follow-up	-.800*	.000
	Post-test	Follow-up	.060	1.000

\*- Significant at 0.05 level



**Fig 4.1**

As the calculated value is less than the level of significance at 0.05, the null hypothesis is rejected. Therefore, there is significant difference in listening skill of the students before learning through blended method and after the course. Compared to pre-test, post-test and follow up phases show remarkable improvement. The analysis proves that blended method helps to improve listening skill. Regular listening practice and exercises are the reason for the positive change. Activities arranged during the session and active involvement of participants resulted in an excellent way. In traditional classroom students are monotonous listeners and there is no ample opportunity to test their listening skill. Blended method offered technology based means to analyse listening skill and helped to give regular feedback to students.

## Speaking skill

### Null Hypothesis

There is no significant difference in speaking skill of the students between before learning through blended method and after the course.

### Alternative Hypothesis

There is significant difference in speaking skill of the students between before learning through blended method and after the course.

### Analysis of responses

#### Mean& SD table of pre-test, post-test& follow up

**Table 4.4**

Variable	N	Pre- test		Post-test		Follow up	
Speaking skill	50	Mean	SD	Mean	SD	Mean	SD
		3.5600	.92934	4.3800	.63535	4.2400	.84660

### Repeated Measures of ANOVA

**Table 4.5**

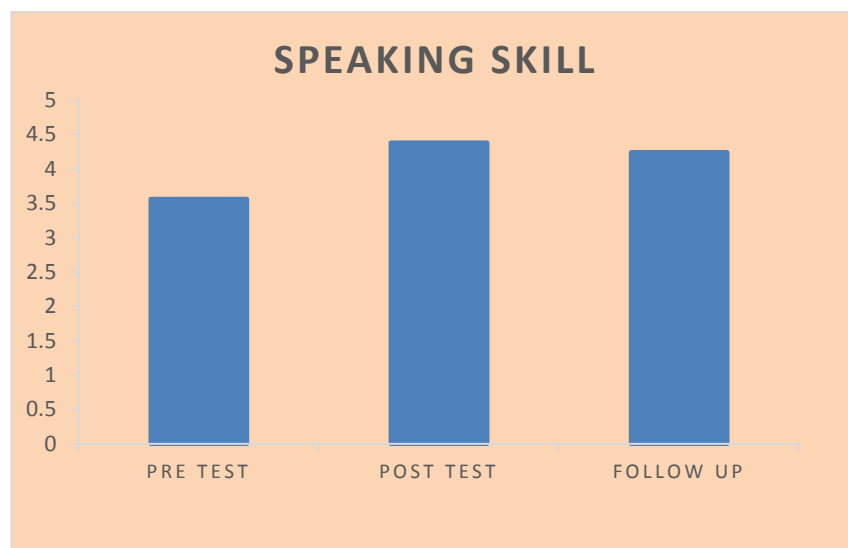
Sources of Variation	Variable	Type III sum of Squares	df	Mean Square	F	Sig
Within group variance error	Speaking skill	19.240	2	9.620	37.078	.000

### Post-Hoc test for Pre-test, Post-test and Follow up

**Table 4.6**

Variable	Phase (I)	Phase (J)	MD	Sig
Speaking skill	Pre-test	Post-test	-.820*	.000
		Follow-up	-.680*	.000
	Post-test	Follow-up	.140	.491

\*-Significant at 0.05level

**Fig. 4.2**

As the calculated value is less than the level of significance at 0.05, the null hypothesis is rejected. Therefore there is significant difference in the speaking skill of students before learning through blended method and after the course. The analysis verifies that blended method helps to improve speaking skill. More than regular session, blended method provides more opportunity to interact and speak and this reflects in students' speaking skill. Extempore, topic presentation and debate were

frequent activities and the researcher ensured participation of every students. The conscious effort and combined attempt from learners and instructor showed tremendous progress in speaking skill and confidence to address audience. The method adopted during pre-test was teacher centred and students were not getting ample chances to speak. Activities were limited inside the classroom for various restrictions. Blended method extended learning time and students were given enough freedom to interact.



## Reading Skill

### Null Hypothesis

There is no significant difference in reading skill of the students between before learning through blended method and after the course.

### Alternative Hypothesis

There is significant difference in reading skill of the students between before learning through blended method and after the course.

### Analysis of responses

#### Mean & SD table of pre-test, post-test& follow up

**Table 4.7**

Variable	N	Pre- test		Post-test		Follow up	
Reading skill	50	Mean	SD	Mean	SD	Mean	SD
		3.5200	1.01499	4.3200	.65278	4.4000	.75593

### Repeated Measures of ANOVA

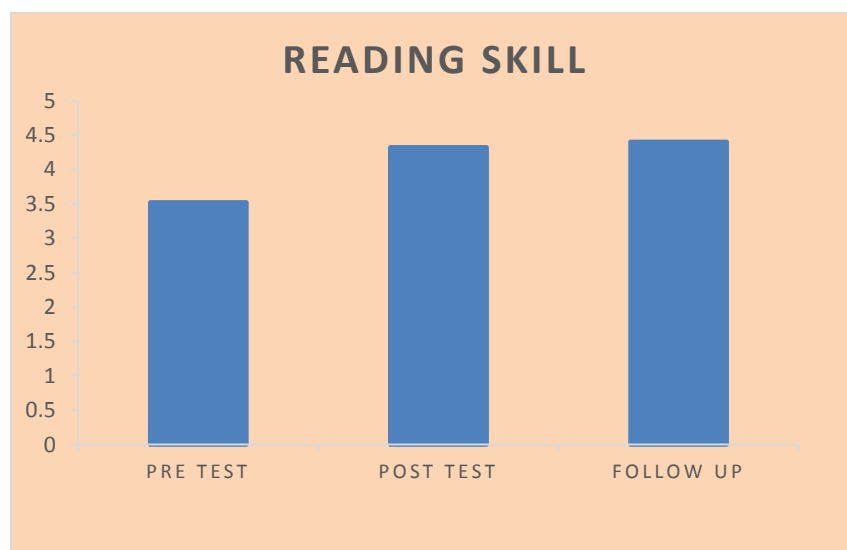
**Table 4.8**

Sources of Variation	Variable	Type III sum of Squares	df	Mean Square	F	Sig
Within group variance error	Reading skill	23.680	1.582	14.967	26.580	.000

**Post-Hoc test for Pre-test, Post-test and Follow up****Table 4.9**

Variable	Phase (I)	Phase (J)	MD	Sig
Reading skill	Pre-test	Post-test	-.800*	.000
		Follow-up	-.880*	.000
	Post-test	Follow-up	-.080	1.000

\*-Significant at 0.05level

**Fig. 4.3**

As the calculated value is less than the level of significance at 0.05, the null hypothesis is rejected. Therefore there is significant difference in the reading skill of students before learning through blended method and after the course. The analysis confirms that blended method helps to improve reading skill. Online and offline reading materials and comprehensive and discursive exercises offer more focus on

reading skill and facilitates enhancement. Apart from study materials general reading habit is also motivated and discussions on different literary genres created excitement and made learners enthusiastic. In normal classroom teaching method correcting reading comprehension exercise is a tedious task as it is time consuming. Online platforms simplified this task and offered students an opportunity to practice till they are satisfied. Learner satisfaction and improvement was evident in new method.

## Writing Skill

### Null Hypothesis

There is no significant difference in writing skill of the students between before learning through blended method and after the course.

### Alternative Hypothesis

There is significant difference in writing skill of the students between before learning through blended method and after the course.

### Analysis of responses

#### Mean & SD table of pre-test, post-test & follow up

**Table 4.10**

Variable	N	Pre- test		Post-test		Follow up	
		Mean	SD	Mean	SD	Mean	SD
Writing skill	50	3.4200	.90554	4.4600	.64555	4.4600	.64555

### Repeated Measures of ANOVA

**Table 4.11**

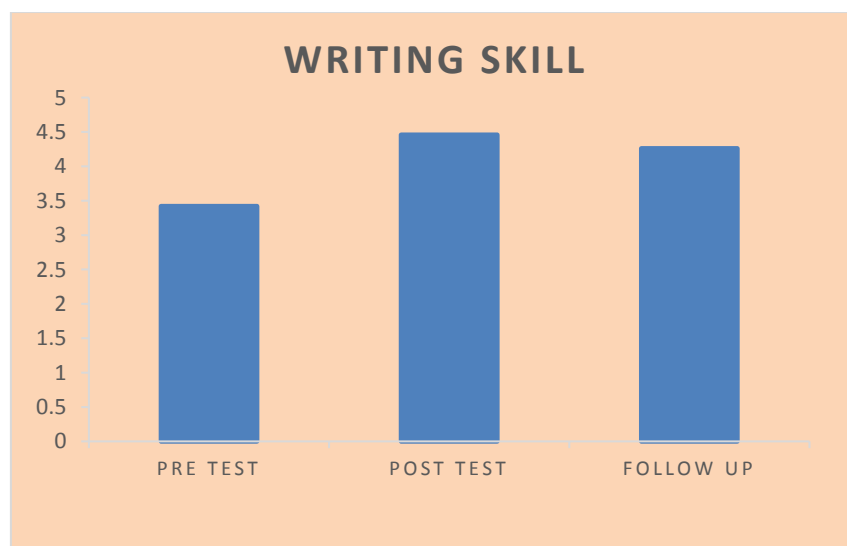
Sources of Variation	Variable	Type III sum of Squares	df	Mean Square	F	Sig
Within group variance error	Writing skill	30.453	2	15.227	50.504	.000

### Post-Hoc test for Pre-test, Post-test and Follow up

**Table 4.12**

Variable	Phase (I)	Phase (J)	MD	Sig
Writing skill	Pre-test	Post-test	-1.040*	.000
		Follow-up	-.840*	.000
	Post-test	Follow-up	.200	.120

\*-Significant at 0.05level



**Fig 4.4**

As the calculated value is less than the level of significance at 0.05, the null hypothesis is rejected. Therefore there is significant difference in the writing skill of students before learning through blended method and after the course. The analysis establishes that blended method helps to improve writing skill. Repeated practice and correction proves to be effective for writing skill training. More than classroom tasks, written assignments were given in online as individual attention is possible in learning

website. Correction and feedback by peer group were proved to be effective. Giving frequent assignments and after correction making students to re-do or modify the write up proved to be successful. This strategy was adopted in blended method as part of the research.

## Teaching Method

### Null Hypothesis

There is no significant difference in communication skills of the students in traditional method and blended method.

### Alternative Hypothesis

There is significant difference in communication skills of the students in traditional method and blended method.

### Analysis of responses

#### Mean& SD table of pre-test, post-test& follow up

**Table 4.13**

Variable	N	Pre- test		Post-test		Follow up	
Communication skill	50	Mean	SD	Mean	SD	Mean	SD
		14.1600	3.20942	17.5400	2.29649	17.2600	2.62492

### Repeated Measures of ANOVA

**Table 4.14**

Sources of Variation	Variable	Type III sum of Squares	df	Mean Square	F	Sig
Within group variance error	Communication skill	351.880	1.639	214.722	81.541	.000

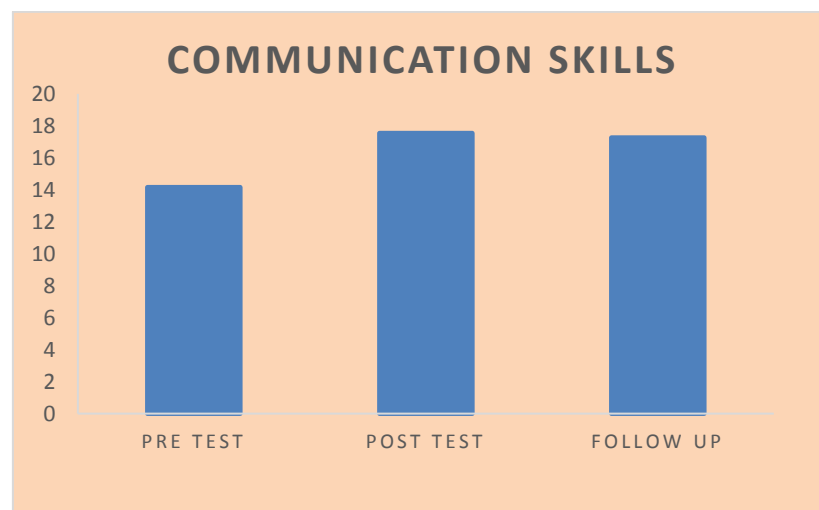
Significant at 0.01level

### Post-Hoc test for Pre-test, Post-test and Follow up

**Table 4.15**

Variable	Phase (I)	Phase (J)	MD	Sig
Communication skill	Pre-test	Post-test	-3.380*	.000
		Follow-up	-3.100*	.000
	Post-test	Follow-up	.280	.818

Significant at 0.01level



**Fig. 4.5**

There is significant difference in the three phases of assessment; pre test, post test and follow up, thus it can be assumed that communication skills of students have improved by following blended method. As the calculated value is less than the level of significance at 0.01, the null hypothesis is rejected. Therefore there is significant difference in communication skills of the students in traditional method and blended method. The analysis ascertains that blended method helps to improve communication skills. The experimental group have trained and experienced in both traditional and



blended method. Regarding communication skills, blended method makes possible more practice for learners and to eradicate constraints of classroom learning. All the four communication such as listening, speaking, reading and writing were focused in the research. Repeated exercises and regular interaction among peer groups and with instructor had immensely helped to enhance communication ability. Inclusion of various activities and regular feedback and corrective measures were also resulted in the success of blended method.

## Frequency table for questionnaire analysis

### Background

**Table 4.16**

Background	Confidence		Reading Habit		Familiarity with SNWS		English as medium of interaction		Extra reference	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Always	25	50.0	15	30.0	38	76.0	10	20.0	8	16.0
Sometimes	13	26.0	20	40.0	10	20.0	13	26.0	28	56.0
Rarely	7	14.0	10	20.0	2	4.0	21	42.0	12	24.0
Never	5	10.0	5	10.0	0	0	6	12.0	2	4.0
Total	50	100	50	100	50	100	50	100	50	100

Five questions were given to analyse the background of students' confidence level to communicate, reading habit, familiarity with social networking sites and habit of extra reference were the factors considered to comprehend the general conditions of samples. Among 50 students only 25 were confident to communicate in English, and 5 among them never felt comfortable to converse if the medium of interaction is English. Responses towards the question regarding reading habit proved that learners have poor reading habit. Generally their reading is limited to text books or reference materials. Only 30% of the students had comparatively better reading habit.

Majority of the students are familiar with social networking sites or social media and most of them were frequent users, 4% of the students used these sites rarely. During personal interaction the researcher could understand that Facebook and Whatsapp are the most popular social media. From responses it was evident that English is not the medium of interaction regularly. According to the survey, 42% of the students admitted that they rarely used English to communicate and 12% of them never preferred English. The habit of extra reference was only if the situation demands or forces to do so. Generally students are satisfied with classroom learning and they may not turn for extra materials. The researcher could assume that even those are confident to communicate do not prefer English as medium of interaction if the situation allows to use regional language.

### Communication skills

**Table 4.17**

Communication skills	Curriculum		Profession		Likes to improve		Hindrance		Employability skill	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Strongly agree	40	80.0	23	46.0	33	66.0	30	60.0	30	60.0
Agree	8	16.0	16	32.0	15	30.0	15	30.0	13	26.0
Neutral	2	4.0	7	14.0	2	4.0	3	6.0	5	10.0
Disagree	0	0	4	8.0	0	0	2	4.0	2	4.0
Total	50	100	50	100	50	100	50	100	50	100

Enhancing communication skill is the major focus of the research. Regarding curriculum, importance of communication in profession, improving communication skills, what are the hindrances, and communication as one of the employability skills were the concerned questions under this section. 80% of the students responded that engineering curriculum has to give more focus on English language and communication skills. Even a single student did not disagree with this opinion. It was evident that learners have realised the importance of acquiring English proficiency as it is a global language. The next question was to analyse whether they consider communication skill is essential to be successful in profession and 78% of the samples recorded positive response. 8% of the learners think communication skill is not fundamental in engineering profession.

96% of the students expressed their wish to improve communication skills. No one was unwilling to develop linguistic skills. Even those who do not think it is not necessary in professional life also acknowledged that good communication helps in personal life. Grammatical errors, inadequate vocabulary, fear and lack of confidence were the major hindrances for communicating in English for most of the students. Only 4% of the learners had other difficulties. Nearly 86% of the students agree that English is one of the employability skills and they feel good proficiency in English will provide more career opportunities. The researcher could understand that samples had positive attitude towards developing communication skills. Identifying problems and giving suggestions to improve may help them to enhance linguistic competency.

**Relevance of technology****Table 4.18**

Technology	Internet access		Internet for learning		Familiarity with websites		Online platforms		Online language learning	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Always	33	66.0	36	72.0	20	40.0	10	20.0	15	30.0
Sometimes	15	30.0	13	26.0	14	28.0	20	40.0	20	40.0
Rarely	2	4.0	1	2.0	9	18.0	10	20.0	7	14.0
Never	0	0	0	0	7	14.0	10	20.0	8	16.0
Total	50	100	50	100	50	100	50	100	50	100

Technology has influenced every fields and internet connection is one of the basic needs nowadays. In this section, questions were regarding internet access, internet for learning purpose, familiarity with websites, online learning platforms and online language learning. 66% of the learners had internet access at every time they need. Most of the institutions provide internet facility for students or else they had smart phones with internet connection and all have reasons all the students have internet access through some means. Googling or searching in internet is the most common new generation way to find information or to clarify doubts. Even for dictionary they prefer mobile applications than printed versions. Nearly 72% of students depend on internet for learning purpose and they consider it as most convenient way.

Social networking sites and internet is habitual among students but the popularity of learning websites is not much. Only 40% of them had basic ideas about online learning platforms and 14% of the samples never heard about such websites, even those had clue about online learning did not take effort to experience it. 20% of learners have tried out some websites and registered an account but most of them never bothered to complete the course as there was no compulsion. While responding, 30% of students agreed that online interaction will help for language learning and it may be effective method. 16% of them could not imagine out of traditional learning style and they did not support online language learning. After analysing the feedback it was assumed that technology has become part of daily life but learning style is traditional. Technology could not completely transform the old system, definitely it has influenced and created great impact in teaching and learning.

### **Role of instructor**

**Table 4.19**

Instructor	Motivate		Activities	
	Freq.	Perc.	Freq.	Perc.
Always	25	50.0	20	40.0
Sometimes	20	40.0	16	32.0
Rarely	5	10.0	10	20.0
Never	0	0	4	8
Total	50	100	50	100

In the teaching and learning process instructor takes the role of mentor, guide and director on different situations. Communication skills can be improved by proper training. 50% of the students responded that their instructor always motivate to enhance abilities. Their feedback showed that instructors encourage sometimes or the other. 40% of the learners are satisfied with classroom teachers and they felt regular performances will improve communication skills. The researcher could identify the need to focus on communication skill based activities and regular practice of it.

**Role of institution****Table 4.20**

Institution	Placement cell		Job hunt	
	Freq.	Perc.	Freq.	Perc.
Always	15	30.0	17	34.0
Sometimes	23	46.0	25	50.0
Rarely	10	20.0	9	18.0
Never	2	4.0	4	8.0
Total	50	100	50	100

Educational institution holds the position of second home in student's life as their future is moulded in schools and colleges. All the engineering colleges considered in the research had placement cells and 30% of the students responded that placement cell is very active and help to achieve career goals. 46% of the students are not wholly satisfied with the activities and they felt it has to be improved further. 34% of the samples answered that their institutions conduct personality development programmes or job hunt effectively. From the responses it is assumed that institution can do much to shape career goals of students.



## Students' Background

**Table 4.21**

Student	Activities		Job opportunity		Watching English shows		Interaction		Dictionary use	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Always	27	54.0	25	50.0	18	36.0	15	30.0	18	36.0
Sometimes	15	30.0	12	24.0	16	32.0	27	54.0	20	40.0
Rarely	8	16.0	9	18.0	12	24.0	6	12.0	8	16.0
Never	0	0	4	8.0	4	8.0	2	4.0	4	8.0
Total	50	100	50	100	50	100	50	100	50	100

Engineering students are the samples of the research and analysing their background is significant in the study. Interest to participate in classroom activities, awareness of job opportunities in the corresponding streams, how they are spending free time, interacting in English, how often do they use dictionary were the areas considered while analysis. 54% of the students were very keen to participate in classroom activities and always they showed interest to take part. As classroom activities are meant for all the students everyone participated but half of them were not much enthusiastic. More than public sector engineering students may have opportunities in private sector and only 50% of the students were aware about wide opportunities in their streams. Nearly 26% of them were ignorant about the recent trends and career prospects.

Leisure time also can be planned and use for productive activities. Watching English programmes and reading English newspaper or magazines may be useful to develop linguistic skills and to imbibe vocabulary. 36% of the students were interested to watch English movies or other TV shows. There were students who are not at all curious to watch such programmes. Researchers have proved that audio visual aids are effective for language learning. Speaking skill can be improved only through practice and instructors have to encourage students to use the target language whenever there is opportunity. Only 30% of the students preferred English while interacting with instructors and majority of them favoured regional language. Students who were careful about word meaning and grammar were nearly 36% and most of them were satisfied if they could convey information and did not take effort to refer dictionary for clarification.

### **Influence of internet**

**Table 4.22**

Internet in daily life	Chatting		Shopping		Free time		Updates		Learning style	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Always	31	62.0	21	42.0	30	60.0	23	46.0	17	34.0
Sometimes	17	34.0	16	32.0	13	26.0	18	36.0	20	40.0
Rarely	2	4.0	8	16.0	4	8.0	7	14.0	10	20.0
Never	0	0	5	10.0	3	6.0	2	4.0	3	6.0
Total	50	100	50	100	50	100	50	100	50	100

Smart phones and internet connection have become extremely common and even small children are familiar with technology. Gathering information, chatting, spending free time, shopping, are the common areas where internet is being exploited. 62% of the students used internet for chatting and this was the major internet consumption area. All the students were familiar with internet chatting. Growth of online shopping websites is a proof for its wide acceptance. 42% of the students felt online shopping as comfortable and they responded that they prefer it most of the time. Those who have traditional mind set preferred going to shops for purchasing and 10% of the students never depend on internet for shopping.

Passing free time and internet usage are closely knitted for youngsters. Surfing during leisure time is very common and smart phones have increased this trend. 60% of the samples spend free time in internet. More than interacting with people or doing some activities new generation prefers chatting in mobile phones. 46% of the students gave feedback that internet helps to get recent updates and offer faster information gathering. 34% of the students acknowledged that internet has changed their learning style and way of living. For doing assignments, reference purpose, interacting with people most of these done with the help of internet nowadays. From the responses the researcher could acknowledge that internet has influenced daily life to a greater extent.

## Questionnaire for faculties

### Background

**Table 4.23**

Background	Teaching style		Students' level		Qualification		School grades	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Always	8	80.0	1	10.0	6	60.0	4	40.0
Sometimes	2	20	5	50.0	0	0	5	50.0
Rarely	0	0	4	40.0	0	0	1	10.0
Never	0	0	0	0	4	40.0	0	0
Total	10	100	10	100	10	100	10	100

During the study the researcher had interaction with the concerned faculties and arranged awareness session about the research and considered their suggestions while planning activities in classrooms. Teaching background, their assessment about students, teaching style and school grades of students were the areas considered to analyse background. While interacting with students they had positive response towards improving communication skills. Discussion with faculties was to understand the current status of teaching communication skills. 80% of the faculties responded that the current style of communication skills training in engineering colleges has to be improved. In their opinion the present system is not adequate to improve

communication skills. According to 50% of the instructors' opinion students' communication skill in English is comparatively poor and they should be given proper training for professional communication.

In most of the engineering colleges Communication skills paper is handled by faculties from other departments and they are not subject experts. Among the ten faculties four were from engineering backgrounds and they were not trained to teach English language or communication skills. 40% of faculties agreed that those students who scored higher grades in school level excelled in communication skills also. The researcher could assume that there is close association between the background of teacher and students and the level of communication ability.

### **Effect of technology**

**Table 4.24**

Technology	Familiarity		Impediments		IT as teacher		Disadvantages	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Always	4	40.0	6	60.0	0	0	3	30.0
Sometimes	3	30.0	3	30.0	7	70.0	4	40.0
Rarely	3	30.0	1	10.0	3	30.0	3	30.0
Never	0	0	0	0	0	0	0	0
Total	10	100	10	100	10	100	10	100

The younger generation is quite familiar with technology and they explore the possibilities in different fields. To investigate the effect of technology in language teaching, questions regarding familiarity with technology were included; what are impediments in IT based teaching? Can IT take the role of a teacher? Whether online teaching has disadvantages? Only 40% of the instructors were always comfortable and familiar with technology and 30% of the faculties stick on to traditional teaching and occasionally they depended on technology for teaching. The major impediments in teaching for 60% of the faculties were lack of training to incorporate technology in teaching, infra structure, time limit of teaching hours and disinterest of students. Those who are unfamiliar with technology seek help of students or colleagues while using power point or LCD. Among ten instructors, none feel that IT can always play the role of a teacher. 70% of them agreed that possibilities of technology can assist instructor or IT can be a guide at times. 30% of them responded that technology can play the role of a teacher very rarely. 30% of the instructors felt that IT based teaching has disadvantages in all the situations. Four of the faculties gave a feedback that the disadvantages are limited to certain areas or else online learning is useful. Nobody responded that IT is an ultimate solution without any demerits and can be a substitute for classroom teaching. From the responses it is evident that possibilities of technology are immense and it can be incorporated in teaching and learning effectively with accurate plan and organisation.

**Communication skill training****Table 4.25**

Communication	Necessity		Classroom activities		IT tools		Language lab	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Always	9	90.0	8	80.0	5	50.0	6	60.0
Sometimes	1	10.0	2	20.0	4	40.0	3	30.0
Rarely	0	0	0	0	1	10.0	1	10.0
Never	0	0	0	0	0	0	0	0
Total	10	100	10	100	10	100	10	100

Enhancing communication skills of engineering students was the major objective of the research. The faculties in the corresponding colleges were given understanding about the necessity to improve communication ability. As a preliminary stage the researcher analysed their view about improving communication skills of engineering students. 90% of the faculties gave positive response and they consider it as a necessity in every circumstance. Even though engineering is a technology based profession they too need communication skills to explain things. 80% of the instructors agreed that classroom activities, good reading habit, online interaction and peer group interaction are useful to develop communication skills.

Technology is developing every day and gadgets like computer, mobile phones and tablet are available in plenty. 50% of the instructors felt that these IT based tools help language teaching and learning. Rest of them consider it as an added facility to traditional teaching method. Language laboratory has made part of the curriculum in most of the colleges. 60% of the faculties strongly believe that laboratory training provide better exposure and enable to learn native accent. 30% of them consider language laboratory can be one of the learning aids and in addition to that several other trainings are further required. Though there are differences in opinion, from feedback it is evident that unanimously all agree to the concept of improving linguistic skills.



**Classroom activities****Table 4.26**

Classroom	Lecturing method		Activities		Regularity		Clustering	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Always	0	0	6	60.0	5	50.0	3	30.0
Sometimes	7	70.0	4	40.0	4	40.0	5	50.0
Rarely	3	30.0	0	0	1	10.0	2	20.0
Never	0	0	0	0	0	0	0	0
Total	10	100	10	100	10	100	10	100

Traditional education system gives more focus on classroom learning and it is limited within the four walls of the room. Lecturing method is the most popular teaching style of classroom learning. In the present situation, nobody consider that lecturing method will always help to improve communication skills. 70% of the faculties believe that lecturing will be effective in certain situations. The general assumption is that lecturing can be used for explaining rules or usages but that will not improve communication ability. According to 60% of them, the regular classroom activities are debate, seminar, individual presentation, group discussion and assignments. 40% of the faculties conduct other innovative activities along with regular sessions. All the instructors responded that these kinds of activities improve confidence level of learners.

Activities have to be conducted on regular basis for better result. 50% of them conduct one or the other activities regularly. But there are physical barriers like lack of infrastructure, noise and there may be time constraint also. 40% of the faculties could conduct activities only occasionally because of above mentioned limitations. The number of students in a classroom may be high in most of the engineering colleges and including all the students in activities will be a tedious task and in that circumstance dividing students into different groups may be an effective strategy. 30% of the instructors always prefer group activities for convenience. From the responses the researcher could assume that inside the classroom several methods can be adopted to nurture communication skills.

### **Instructor's role**

**Table 4.27**

Instructor	Interaction with students		Online forum		Refresher course		Interaction with colleagues		Updating	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Always	5	50.0	0	0	0	0	3	30.0	2	20.0
Sometimes	4	40.0	2	20.0	3	30.0	6	60.0	7	70.0
Rarely	1	10.0	4	40.0	5	50.0	1	10.0	1	10.0
Never	0	0	4	40.0	2	20.0	0	0	0	0
Total	10	100	10	100	10	100	10	100	10	100

Teachers are the role models for many students. Apart from inculcating knowledge a good instructor can be a guide or mentor. Especially regarding communication skills training, instructor can motivate learners to a greater extent. How often faculties interact with students? Are they using online forums in teaching? Are they frequently attend refresher course? What is their opinion about interacting with other faculties who handle same subject? Do they have the habit of updating the recent trends in teaching and learning? These were the factors considered regarding instructors. 50% of them maintain regular individual interaction with students and they consider it is beneficial to analyse student's improvement and to have feedback for their teaching. A few of the faculties consider individual interaction is not possible frequently. Even though technology and internet is familiar, very few faculties depended on online teaching forum. 40% of them used very rarely to share teaching materials.

Refresher course or training programme for instructors is not so common in engineering stream. Certain individual agencies or private institutes conduct such sessions and even a single faculty is not attending every time. 50% of the instructors attend very rarely and that might be for self appraisal or promotion purpose. Every teacher will have their own teaching style and forming a group among faculties handling same subjects may be useful to have more exposure. 60% of them responded that they do such discussions from time to time. Only 20% of the instructors were ready to update with latest movements in teaching and try to incorporate it regularly. From the responses the researcher could assume that after entering to profession also one has to persist on learning and has to take an active role to mould the learners as per the needs.

**Institution****Table 4.28**

Institution	Internet		Placement cell		Career opportunities		Employed rate	
	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.	Freq.	Perc.
Always	3	30.0	2	20.0	4	40.0	5	50.0
Sometimes	6	60.0	8	80.0	6	60.0	5	50.0
Rarely	1	10.0	0	0	0	0	0	0
Never	0	0	0	0	0	0	0	0
Total	10	100	10	100	10	100	10	100

Success of an institution is measured in terms of the achievements scored by the students. With regard to professional colleges, result and number of students who get placement from institution will definitely influence the next year's admission rate and this leads to a competitive spirit among institutions. Parents and students compare the facilities and infrastructure of each college before admission. Certain institutions have arranged free wi-fi facility inside the campus to avail for the students and faculties. In this research only 30% of the colleges have internet facility throughout the campus and other institutions have arranged internet lab for browsing and further requirements.

Placement cell can arrange numerous programmes to give awareness about different streams and to craft the students employable. The main activity of placement cell may be conducting mock interviews and organising campus recruitment programmes. 80% of the faculties responded that activities can be improved further to create better placement rate. 60% of the instructors feel that institution can conduct programmes to improve interview skills of students to achieve career goals. Regarding employed rate of students after course completion, 50% of faculties responded satisfactory and the rest consider more can be placed by adopting further measures. From the responses it can be assumed that success rate of institution and student can only be achieved by joined effort of teachers, management, faculties and students.

### **Validating hypotheses**

#### **Hypotheses**

- There is a significant relation between enhanced language competency of the experimental group and blended teaching method.
- There is significant difference in the calculated value of the experimental group between pre-test and post-test.
- There is significant difference between following traditional method and blended method for language teaching.
- There is no significant difference in the calculated value of the controlled group between pre test and post test.
- There is significant relation between the communication ability of the learner and external factors like institution, instructor and learning atmosphere.

The above mentioned hypotheses have been validated through paired t test and frequency table. Standard statistical tests have adopted to explain the collected data. It was significant that there existed a relation between enhanced language competency of the selected population and blended teaching method. The researcher could prove the second hypothesis by analysing pre test and post test score. The post test score of learners was high when compared to pre test score and it is evidence for improvement in communication skills. The pre test score is considered as the result of traditional teaching method and post test score as the result of blended method. There is difference in the values and it is regarded as the two teaching methods have created different results for the same students. To establish the effectiveness of blended method in experimental group, the score of the controlled group is also analysed and there is no remarkable difference in pre test and post test and can be concluded as no improvement. From the questionnaire analysis and direct observation it is obvious that external factors like institution, instructor and other learning atmosphere directly influence the learning habits of students. Motivation and positive responses from such factors inspire the learners to score high result and self development. Blended method confirms to be successful for language teaching and it is validated statistically in the present empirical research.