

## WHY BLENDED LEARNING FORMAT?

**Karaieva Tetiana Viacheslavivna,**

Cand. of Ped. Sc., associate professor

Tavria State Agrotechnological University

named after Dmytro Motornyi

Melitopol, Ukraine

[tkarayeva2011@gmail.com](mailto:tkarayeva2011@gmail.com)

### **Introductions.**

The methods, being currently applied to teaching foreign languages, proceed from the belief, that students should be as autonomous as possible in the course of acquiring the target language and communication skills. This tendency, according to Graddol D., deals with changing the focus in the position of English in secondary and tertiary education from being the academic subject into the position of a basic skill to be acquired – something without which an educated person simply cannot exist (like literacy). He also pointed out, that in situation with greater diversity of learners, “more personalized approach” as well as increasing learner autonomy is required. Besides, the number of people learning English all over the world is increasing from year to year. In this situation “without learner autonomy there simply will not be enough teachers to provide sufficient personalized support and attention to all students”.

*Learner autonomy* in second/foreign language education means independence, willingness and ability to make decisions independently in the course of productive learning activities, plan, evaluate, adjust their actions, be responsible for the results in the context of professional development. In other words, students themselves construct their own target language communication and skills in the environment appropriate to such constructing.

Therefore, it is not surprising in the situation, when the Internet has become blended with the learning process, that constructivist approach might be used in optimized form if combined with blended learning. Taking into account the above

mentioned, according to Tarnopolsky O., it is more appropriate to speak about the constructivist blended learning approach because blended learning is one of the principal supplementary means of ensuring efficient constructivism in target language acquisition and thereby improving learning process.

According to Encyclopedia of Educational Technology (updated) the concept of blended learning itself resulted from e-learning practical experience and blended learning combines e-learning with a variety of other delivery methods for a superior learning experience. As it was primarily designed for practical training it can be correlated to ESP teaching at tertiary schools to develop students' practical target language professional communication skills.

### **Aim.**

The purpose of the article is to make learners interact with online content by means of introducing the blended learning format at the expense of providing their learning autonomy as well as the share of personal responsibility for the results of language learning acquisition in the course of developing learners autonomy.

### **Materials and methods.**

The blended learning format combined with the elements of constructivist approach were used in authoring to teaching aids for conducting face-to-face (F2F) and on-line BE classes for master-level students at Tavria State Agrotechnological University. Learning content acquisition was carried out on the basis of the study guide, having been specially worked out by the author for this purpose. The above mentioned manual comprises learning materials, distributed into two modules per semester. The content of teaching materials has been selected on the basis of the principle of motivational sufficiency from authentic sources.

### **Results and discussions.**

The classes were arranged in changing sequence (3 F2F and 2 online classes), wherein F2F sessions are the stage, preparing students for fulfilling totally autonomous activities in the course of online classes, being provided with materials and resources for fulfilling various tasks aimed at integrated skills developing.

Each module includes watching videos provided with various tasks: practice exercises, quizzes, tests, videos watching, essays writing, cases solving; other activities, involving team work as well as the activities, being seldom if ever practiced in F2F class, such as peer-graded assignment and reviewing the peers. Modules are usually completed by summative assessment.

### **Conclusions.**

When choosing blended format it is really difficult to convince learners to watch session multiple times and take notes at the starting point. But, being experienced systematically with students, this problem turns into just task and is being solved.

Besides, it should be mentioned, that the share of asynchronous learners' activities was greater at the initial stage (it was just technically easier to arrange initial online sessions in this very format), but from time to time the attempts were made to introduce synchronous ones in the course of learners adapting to learning format as well as their gradual experiencing in providing autonomy.

But inspirational news is that, students feel more confident thanks to such training format – they are not afraid of making presentations, selecting significant materials and, what is most important, they develop the competencies necessary for participating in the discussion as well as they learn to be responsible for the results of their learning.