

Effectiveness of teaching vocabulary using PPP approach in a blended learning environment

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Abstract - Vocabulary is getting updated in daily basis and teachers' role is vital in teaching vocabulary to the learners in the language classroom. Blended learning is a method that combines face to face learning and online learning where teachers can use virtual classrooms such as webinar and chat forums and platforms such as Zoom, Teams and Google Meet which support online education. Blended learning allows learners to utilize the ability to increase the engagement in a more student centric environment. With the development of modern technology, blended learning looks strong, and all signs point to its continued growth as more educators and students realize its benefits and provide easier communication methods within a digital classroom setting. When teaching vocabulary through blended learning, teachers can use online tools such as Padlet, Kahoot, Flipgrid, Mentimeter and Wordwall to teach vocabulary activities as it maximizes learning goal achievement by utilizing the appropriate learning methods to match with appropriate learning desires in order to deliver the relevant skills to the individual at the right time. Face to face classes maintain the liveliness meanwhile virtual platforms aid students to expose with a wide range of materials available online as well as it is outdated to teach vocabulary entirely using either online or offline mediums. To fulfill every student's specific needs, blended learning utilizes the best elements of both traditional and digital learning approaches. In this study we will demonstrate how blended learning approach can be implemented in a PPP vocabulary lesson and discuss how effective blended learning approach in teaching vocabulary.

Key words: Blended learning, Vocabulary teaching, Online tools

I. INTRODUCTION

Learning vocabulary is an ongoing endeavor that is included in the learning process because it is the foundation of all language skills (Cecilia, 2016). Even people who exhibit an ability of grammar may struggle to communicate without a broad vocabulary and having a limited vocabulary range may hinder the one's language development (Tosun, 2015). Vocabulary assists language learners in creating meaningful phrases and expressions. With numerous researches, it has been shown as well to be strongly linked to L2 acquisition (Tosun, 2015).

As a result, enough support is required in its learning, and blended learning may be the technique that supports

vocabulary continual teaching and learning due to the benefits it offers in both traditional classes and online learning (Cecilia, 2016). It has become increasingly popular in recent years to use computers in language instruction. According to Krajka (2002) & Kilickaya (2007) (as cited in Pazio, 2010. P: 3), several studies have reported that not all learners are prepared to use computers in place of teachers, classrooms, and textbooks entirely. Therefore, blended learning approach in which both face-to-face and online instructions are combined has become the alternative that is becoming preferred among language teachers (Pazio, 2010).

Presentation Practice Production approach is one of the prominent approaches to teach vocabulary. According to Longman (1997 as stated in Nopiyadi et al, 2023. P:15004), The presentation stage is when novel items are first introduced, their definitions are clarified, they are shown, and another relevant knowledge is provided. b) New things are practiced alone or in groups during the practice stage. Practice sessions typically transition from controlled to uncontrolled practice. c) During the production stage, also known as the transfer stage or free practice, students use new materials more freely with little to no teacher supervision. All the procedures required to develop vocabulary knowledge, including noticing, repetition, and creative usage, are covered by the blended method (Pazio, 2010). The present study investigates how blended learning approach can be integrated in the PPP model when teaching vocabulary, the effectiveness of using blended learning approach in teaching vocabulary based on a review of articles and issues pertaining to this area with further recommendation.

II. TEACHING AND LEARNING VOCABULARY

"Teaching vocabulary is one of the most important aspects of language instruction, as it plays a crucial role in language acquisition (Cameron, 2001). Language of a person basically depends on the vocabulary which also includes basic language units such as pronunciation, vocabulary and grammar (Pan & Xu, 2011). Vocabulary lays the foundation to reading comprehension, reading fluency, writing, and in interacting with others (Asselin 2002, and Nichols & Rupley 2004. as cited in Alshwiah, 2010). Enhancing the proficiency in vocabulary helps the learners to use the language in various matters (Alshwiah, 2010). Teaching and

learning the vocabulary of a second language helps to get a better understanding of the difference between two cultures (Zheng, 2012). Knowing the culture of a second language helps the learners to understand the real meaning of specific words through having the awareness on the native speakers' way of thinking (Zheng, 2012). Culture teaching and learning improves the metaphorical competence that enhances students' language learning (Zheng, 2012). Metaphorical competence includes soft skills like creative intellectual ability. It also helps the learners in developing their cognition (Zheng, 2012). Teaching vocabulary also enhances learner autonomy during their learning process (Zheng, 2012). In learning the vocabulary teacher is the knower and students have to follow the instructions that are given by the teachers (Zheng, 2012). Linguistics state that teaching vocabulary using technology-based instructional materials in engaging written and verbal communication are far more beneficial (Tsaturova et al., 2007; Zhdanko, 2011; Dolinskiy, 2012; Veledinskaya & Dorofeeva, 2014; Grishaeva, 2015. as cited in Dinara et. al., 2016). The internet and Virtual Learning Environments (VLEs) can be utilized to support vocabulary acquisition, as they have shown positive effects on language learning. In today's teaching environment, there are various methods available to teachers, but blended learning has emerged as one of the most popular approaches, driven by rapid technological advancements (Butler, 2013). Due to that, language teachers are influenced to use blended learning technology by today (Vasbieva et. al., 2016).

III. BLENDED LEARNING APPROACH

Foreign language teachers all over the world are becoming increasingly interested in the blended learning approach. Blended learning refers to the addition of various forms of technology-based instruction to the traditional face-to-face teaching and learning environment, as opposed to pure e-learning, which refers to using just electronic media to study (Tosun, 2015). So, this strategy might be described as combining online learning with traditional classroom training. Virtual learning environments (VLEs) support blended learning, which, in accordance with Huang and Chiang (2010, as cited in Ginaya et al., 2018), is flexible in the learning resources it offers and promotes online collaboration between students and instructors. The usage of blended instruction is expanding quickly because, teachers think that using a variety of delivery strategies can greatly improve learning results and raise student satisfaction with the educational process, (Lim & Morris, 2009). Lu, 2008 studied two groups of high school students in Taiwan who received two sets of English terms either on paper or via SMS messages over the course of two weeks to determine the effectiveness of SMS vocabulary training on the small displays of mobile phones. After reading the regular, concise SMS courses, students learnt more vocabulary during the post-test than they did after reading the substantially more in-depth print material. According to research results based

on questionnaires, kids prefer using a mobile phone to acquire language. Similarly, comparing two groups of students at a Chinese university, Zhang, Song, and Burston (2011) conducted a comparative study on the effectiveness of vocabulary learning via mobile phones. According to the study's conclusions, "students can learn vocabulary more effectively short-term via mobile phones than with paper material," they were able to confirm. There are very few empirical studies in the literature that found that students' academic success was unaffected by blended learning education.

IV. PPP APPROACH

The PPP approach, which was developed in the United Kingdom in the 1950s and is based on behaviorist methods of instruction, quickly gained popularity in the field of language education and was used by the majority of language teaching institutions (Maftoon & Sarem 2012). As Nopiyadi et al (2023) indicate, PPP, which stands for *presentation, practice, and production*, is a three-part teaching approach with a clearly defined lesson method. Criado (2013) identifies the PPP technique as a paradigm for activity sequencing that is used in the majority of foreign language teaching course books. Tomlinson (2011. As cited in Criado, 2013. P:98) provides a precise specification of this model as, "an approach to teaching language items which follows a sequence of presentation of the language item, practice of the item in a controlled manner and then production or the use of the item". The PPP method was adapted by structural teaching methods and developed into a successful method of teaching language structures (Criado, 2013. P:98). According to Hammar (2001. As stated in Maftoon & Sarem 2012. P:31), PPP approach was recommended for trainee teachers as an effective method. Maftoon & Sarem (2012) explicate that the PPP technique employs the deductive method, in which the teacher explicitly explains and introduces grammatical structures during the presentation stage without allowing students to recognize the grammatical structures or the language items while Criado (2013) shows that inductive or deductive methods can be used for new language item presentation. Several studies have revealed criticisms of the PPP paradigm (Maftoon & Sarem, 2012).

Criado (2013) in his study, explains the three main stages of PPP approach as follows,

Presentation phase (P1) – The target language structure or lexical items are presented and explicit explanations are provided in this phase. Both a deductive and an inductive approach can be used in this presentation. In deductive approach, the instructor or textbook provides an explanation of how the target structure or lexical item was built or means. In the inductive mode, often known as "discovery learning," teachers or materials give students examples of vocabulary or structural elements that have been contextualized in spoken or written texts. This is provided as

the input in the mode of reading text or listening text. The underlying concepts and meanings must be inferred by the students.

Practice phase (P2) – This stage provides highly controlled practice on target structure or vocabulary, during which the teacher examines the understanding of the presented new language item or items in the presentation phase. The tasks in this stage are designed to increase accuracy.

Production phase (P3) – The stage attempts to improve linguistic fluency specifically through "autonomous and more creative activities". Learners get the opportunity to produce the language freely using the target structures. Discussions, role-plays, information or opinion gaps, debates and problem-solving activities can be implied in this production stage.

V. APPLYING BLENDED LEARNING APPROACH IN TEACHING VOCABULARY THROUGH PPP APPROACH.

The first stage of *PPP approach* is presentation in which the teacher begins the lesson by establishing a situation and either asking for or demonstrating appropriate language to introduce the topic (Maftoon & Sarem, 2012). For example, *teaching vocabulary related to hotel stay* can be taken as the context or the topic. In the lead-in stage teacher can do vocabulary brainstorming activity by asking learners to list down the words related to hotels in groups in a face-to-face classroom or create a word cloud through *mentimeter* tool by asking learners to type the words related to hotels in an online class. Presentation stage includes model sentences and short conversations showing target items may be read from the texts, heard on tape, or acted out by the teacher (Maftoon & Sarem, 2012). Here in the input stage, teacher can introduce the target vocabulary in context by providing a reading or listening text with some comprehension questions to check the overall understanding of the text in a face-to-face or online classroom. For example, in a face-to-face classroom reading text on the transcription of a conversation between hotel receptionist and customer on *booking a hotel room* can be provided with comprehension questions in a handout while in an online classroom learner can listen to the conversation using their own devices and do the comprehension checking activity in a *padlet* in which learners can type the answers. In order to introduce the target words teacher can ask learners to underline, circle or highlight words related to hotel in the given handout in face-to-face class or by sharing the handout in the screen in an online platform like Zoom or Teams to make learners annotate in the online class. To check if the learners understand the meaning or the use of target words, categorizing activity can be used in a face-to-face class as a collaborative work in groups while *wordwall* can be used as an online tool to categorize the underlined words in the online classroom. For example, teacher can create the

categorization activity in the wordwall in which learners have to drag and drop the words into correct category. In order to introduce the pronunciation of the target words, a video clip containing both the word and its spelling, as well as the letter associated to sound highlighted when pronouncing, can be used by the teacher. To present the form of target words, the teacher can distribute jumbled letter cards and ask students to arrange them to teach spelling in either a face-to-face or online lesson.

In the second stage of the PPP approach, known as the *practice stage*, students practice the new vocabulary or language structure they have learned, in context in a controlled way (Maftoon & Sarem, 2012). Teacher can ask learners to select the most appropriate response to the provided multiple-choice questions in order to help them practice the target words in a more controlled manner. In an online class teacher can design this activity in an available online platform like *wordwall*. Moreover, the teacher can ask learners to listen to a telephone conversation and then ask them to fill in the gaps in the sentences that are provided to give them controlled practice in the listening mode either in a face-to-face class or in an online class.

According to Maftoon & Sarem (2012), the last stage is the *production stage*, in which the teacher introduces a similar setting, and the students are encouraged to use the new language more freely for their own goals and meanings or in that context. It could be a role-playing exercise, a simulation activity, or a communication task. Teacher can make learners practice the target words freely in the mode of speaking by producing language. For example, teacher can ask learners *to imagine that they going to a hotel on a vacation and build up a telephone conversation with the receptionist* in pairs and present, in a face-to-face classroom and give feedback. In addition, to provide freer practice through writing teacher can use an online discussion forum like *padlet*. As homework, a teacher can assign learners to imagine that they stayed at a hotel and write a review of the hotel stay in a padlet and ask each learner to post feedback to their peers in the padlet. In this way blended learning approach can be utilized effectively to deliver a vocabulary lesson in PPP model.

VI. EFFECTIVENESS OF USING BLENDED LEARNING

An instructional strategy called blended learning, commonly referred to as hybrid learning, mixes traditional face-to-face classroom instruction with online learning activities. It combines the advantages of on-campus and online learning, giving students a flexible and interesting learning environment. According to the study done by Bernard et al., (2014), the effectiveness of blended learning in higher education contexts was investigated by a meta-analysis. Comparing pure face-to-face instruction or online learning on its own to mixed learning approaches, the study indicated

that the latter had a negative effect on students' academic performance. Moreover, it was discovered that tailored learning opportunities and active student involvement were created in blended learning environments, producing successful educational outcomes (Hew & Cheung, 2014). The study done by Rahimi & Yadollahi, (2016) examined how blended learning affected the vocabulary development of English as a Foreign Language (EFL) students. The findings demonstrated that as compared to traditional classroom instruction alone, blended learning greatly improved vocabulary learning. Similarly, Masita (2020) investigates the use of blended learning in vocabulary instruction. It is a case study, and information was gathered through a combination of interviewing and observing. Thirty learners who were enrolled in the English education program's first year of the English language learner class participated in the study. A vocabulary class where the instructor used a blended learning approach to instruction. The findings showed that a blended learning strategy based on vocabulary instruction increased learner engagement, and using other online tools like *Plickers* and *Quizizz* increased interest as well. When using mobile devices on vocabulary acquisition, Chen et al., (2008) suggested that blended learning approaches, including the use of mobile devices, were effective in improving vocabulary learning outcomes. Moreover, Djiwandono (2013) states that it has been well known that vocabulary learning can be divided into two main categories: deliberate vocabulary learning and accidental vocabulary learning and he investigates how blended learning approach can be used to enhance college students' vocabulary learning and the study was carried out in an academic environment where intentional learning is prioritized. The study explicated that there is a considerable improve in their vocabulary mastery with the use of this blended learning and the approach was "highly favored by learners". Even the blended learning approach is beneficial in enhancing vocabulary and overall oral communication skills in English (Gu & Hu, 2013). According to the study done by Lee & Park, 2017 explored how well blended learning helped Korean English as a Foreign Language (EFL) students develop their vocabulary. The results showed that blended learning had a positive impact on vocabulary learning and retention. In addition, Meng & Lin, 2020 studied how blended learning affected Chinese non-English major students' ability to learn English vocabulary. The findings showed that students' vocabulary knowledge and retention were greatly improved via blended learning.

These studies offer proof that blended learning is an efficient method for teaching vocabulary. They suggest that including online components in conventional classroom training can improve language learners' vocabulary learning and retention.

VII. ISSUES AND RECOMMENDATIONS

There are certain challenges and issues that educators may encounter when implementing this approach. Blended learning heavily relies on technology, such as computers, internet access, and learning management systems. Inadequate technological infrastructure can hinder the effectiveness of the approach, particularly in schools or regions with limited resources (Hew & Cheung, 2013). Blended learning requires students to take more responsibility for their learning, which can challenge their motivation and self-regulation skills. Without proper guidance and support, students may struggle to stay engaged and motivated (Broadbent & Poon, 2015). Designing effective vocabulary lessons in a blended learning environment involves careful planning and selection of appropriate instructional strategies. It is essential to align online and offline activities seamlessly, ensuring that they complement and reinforce each other (Hartman, Moskal, & Dziuban, 2018). Providing timely and meaningful feedback to students in a blended learning setting can be challenging. Traditional methods of assessment may not be sufficient, and educators need to explore innovative ways to assess and monitor vocabulary learning (Gikandi, Morrow, & Davis, 2011). Blended learning requires reliable internet access and access to appropriate devices. Issues related to the digital divide, such as socioeconomic disparities and uneven access to technology, can limit the effectiveness of blended learning in reaching all students equally (Hrastinski, 2009). These challenges and issues highlight the importance of careful planning, ongoing support, and pedagogical considerations when implementing blended learning for teaching vocabulary. If digital tools are chosen in accordance with students' requirements and interests, blended online vocabulary education could be successful in assisting EFL learners in improving their vocabulary knowledge (Tosun, 2015 & Vasbieva et al 2016). Tosun (2015) recommends that, for selecting most effective online tools and activities for each distinct group of learners, needs analysis should be done.

VIII. CONCLUSION

In conclusion, due to its effective learning outcomes, blended learning is currently used to make the teaching process successful. Combining traditional face-to-face instruction with online learning in one location is known as blended learning. It is also noted as a novel idea in education. The development of one's vocabulary in a second or other language is crucial for improving one's linguistic proficiency. The primary goal of the current review article study was to investigate the efficacy of teaching vocabulary through blended learning, and it was explained that the vast majority of studies have demonstrated that this method is helpful for enhancing vocabulary learning in a variety of scenarios. While there are not many actual studies in the literature that show blended learning, instruction has no impact on students' academic achievement. This study also covered the drawbacks of employing blended learning and

how both internal and external factors might influence how this strategy is used. Future recommendations will be helpful if the researchers focus on the problems that come up while putting blended learning into practise. More research has to be done to explore the use of blended learning approach to teach vocabulary in an inclusive classroom with a diversity of learners is one of the proposed research topics.

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