

Composite Learning in the Context of ESL Classrooms: A Paradigm Shift from the Conventional Approach

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Introduction

The purpose of this paper is to emphasize the value of utilizing contemporary technology when instructing English to speakers of other languages. It covers many methods and strategies that can help English language learners become more proficient users of technology in their study. Online resources for learning English include websites, computer-assisted language learning (CALL) applications, software for presentations, electronic dictionaries, email and chat applications, listening CD players, and educational videos. English language learners believe that e-learning platforms, which depend on student motivation and participation, have improved their progress in learning the language. The significance that technology plays in expanding the boundaries of knowledge in language acquisition has made its use in language instruction essential.

Due to the advent of technology, the last three decades have seen a revolution that has altered the dynamics of many different aspects, including how people interact and function in society. The new teaching paradigm may now be explored in a better way owing to technological advancements. The global recognition of the impact of technology on language learning and instruction has been established. Consequently, the use of technology in English language instruction and learning is crucial. Benefits of Online Education The primary benefit of e-learning is that it boosts student enthusiasm, attendance, and engagement—all of which are critical for learning. English learning (EL) improved with the

development of the web and internet since these technologies were cross-cultural and had their intrinsic languages.

Another aspect of e-learning is the utilization of mass media, including books and manuscripts, as well as internet media, such as message boards, blogs, podcasts, and video sharing. Despite being difficult and time-consuming, employing mass and online media gives teachers and students innovative and useful ideas. The benefit of employing electronic devices is that their sounds and motions can easily grab learners' and kids' attention and influence their level of focus. The more people watched television, the more people learned. Imitation is thought to be the initial stage of learning for kids since it occurs when they are drawn to the noises, motions, and images on television.

Scope of the study

Using the internet helps people become independent. Games have a direct impact on various aspects of language acquisition, such as vocabulary and pronunciation, since they are engaging and grab learners' attention. Online games improve a learner's memory and are more interesting. They establish an instant connection with the participant, which facilitates the creation and retention of content that is retained. Students need to apply new techniques and be self-directed in order to learn a language like English through the usage of multi-media technology. Studying English online and through multimedia is challenging since learning a language like English is done in an artificial setting—that is, in a large class with a teacher in charge and in a de-contextualized setting in non-native countries. Through chat rooms and email, the internet enables people to communicate with native speakers. In actuality, accessing the internet exposes pupils to a contextualized environment. Students can improve their communication skills, gain cultural awareness, and hone essential abilities like speaking, listening, reading, and writing by accessing the internet and web. With web-based and online learning, learners have less worry, faster reaction transfer, and more confidence.

In order to create a relevant learning environment, educators attempt to incorporate the internet into their lesson plans and teaching methods.

Online chat rooms and emails play a vital role in facilitating communication between students and instructors while also helping language learners with their writing. By using the internet, students can improve their fluency and accuracy. By using the internet, people and students become more independent. A few positive characteristics support this process, some of which are listed below:

- 1) Students can select their intrinsic study depth, learning resources, and methodology by using the internet.
- 2) Independent observation
- 3) Collaboration
- 4) Websites with a wealth of texts for speaking, listening, reading, and writing.
- 5) Online periodicals for English language study
- 6) Discussion boards.

The aforementioned elements give students more autonomy over their work and processes. All things considered, the online environment is a potent learning tool that helps students become self-reliant, engage in meaningful discussion on a variety of subjects, and acquire relevant knowledge. Blogging is one of the main forces behind e-learning. "The learners' choice of more appropriate language, the addition of new perspectives to the learners' thoughts, and the motivational aspect of realizing that one's voice echoes in distant parts of the globe and is heard by others" are listed as the benefits of blogging in language classrooms. In e-learning, group interaction is prioritized. 2) Knowledge creation and application 3) Instruction that is appropriate and in line with the skills of the learners. Given its widespread availability and ease of usage, e-learning is beneficial.

Effective implementation of the study

E-learning is more effective in developed and developing nations where people have access to the internet and electronic devices; in less developed nations, where people lack computer and internet literacy

and have limited resources, they must rely on more conventional methods of language learning. With the globe moving toward the internet and technology, e-learning will soon include the world and educational methodologies. In summary, two key points come to light: 1) The capacity of students 2) Electronic gadgets. This work aims to clarify the many components of blended learning and their implications on language acquisition, illustrate the impacts of blended learning in an explicit and comprehensible manner, and ultimately offer solutions to the issues raised.

The use of computers, the internet, and other electronic devices in the teaching and learning process is growing as society develops. As educators and students become more comfortable with technology, they will be able to apply it more and integrate it into their teaching techniques. These tools also give teachers innovative and useful ideas for their lesson plans. Despite this, there exist certain conditions that negatively impact learners' autonomy: 1) Students who lack drive and the capacity to become self-sufficient may negatively impact themselves. 2) Learning a language, such as English, can be detrimental to the student since it requires a lot of work and motivation.

To learn a language like English via using multi-media technologies, students should be self-directed and use new strategies. Since learning a language like English is done in an artificial way; that is, it happened in a large teacher dominated class and in a de-contextualized context in non-native countries, learning English via internet and multimedia is a difficult work. Internet helps people to communicate with native speakers via chat rooms and emails. In fact, students are exposed to a contextualized environment by using internet. Through using internet and web, students can reinforce their communicative competencies, familiarize with different cultures and strengthen their necessary skills like: listening, speaking, reading and writing. In web-based and internet learning, anxiety is reduced and responses are transferred quickly and learners get more confident.

Teachers try to integrate internet with their instructional materials and teaching styles to create a meaningful learning environment. Emails and chat rooms which are done via internet are an important part for communication between learners and professors and also improve the writing skills of learners in language learning. Learners are able to enhance both their accuracy and fluency via using internet. People and learners get autonomous by using internet that some favorable factors affect this process and we mention some of them here:

1) By using internet, learners are able to choose their own methods, learning materials and depth of study. 2) Self-monitoring 3) Cooperation 4) Websites which provide abundant listening, speaking, reading and writing texts. 5) Online English learning magazines 6) Chat rooms. The above- mentioned factors cause learners to gain autonomy in their process and work. On aggregate, internet environment is a powerful learning environment which causes learners to get self- regulated and discuss on different topics and achieve meaningful learning. One major contributor to e-learning is blogging. The benefits of blogging in the language classroom have been reported as "the choice of more appropriate language on the part of the learners, the addition of new perspectives to the learners' thoughts, and the motivational aspect of realising that one's voice echoes in distant parts of the globe and is heard by others".

E-learning emphasis is put on 1) Group cooperation 2) Production and application of knowledge 3) Appropriate instruction which is consistent with learner abilities.

Overview of traditional approaches in ESL

English as a Second Language (ESL) education has typically focused on structured learning environments where the primary methods of teaching include grammar-translation, direct instruction, and audio-lingual approaches. Traditional ESL teaching emphasizes explicit grammar instruction, vocabulary memorization, and repetitive drills. Lessons are often teacher-centered, focusing on linguistic rules and passive learning, with limited opportunities for communicative practice.

Importance of Effective Language Learning Strategies

With globalization, English language proficiency has become crucial for academic, professional, and social success. However, research has shown that traditional methods of ESL education are not always effective in achieving fluency and practical communication skills. Thus, there is a growing need for more engaging, practical, and learner-centered approaches that develop communicative competence, foster critical thinking, and utilize more interactive, real-world applications of language learning.

Composite learning refers to a blended approach to education that combines multiple learning strategies, including traditional methods, digital tools, interactive tasks, and collaborative learning techniques. In the context of ESL, composite learning integrates grammar-focused exercises, technology-enhanced learning (such as language apps or digital platforms), peer discussions, and task-based activities, allowing for a more holistic learning experience.

Unlike conventional methods that may rely heavily on rote learning and passive instruction, composite learning encourages active participation and engagement from students. It leverages a variety of learning modalities, such as visual, auditory, and kinesthetic activities, to cater to diverse learning styles. It also emphasizes real-world language use, focusing not only on linguistic accuracy but also on fluency, creativity, and cultural understanding.

The study aims to assess how effective composite learning methods are compared to traditional ESL teaching approaches. Specifically, it seeks to evaluate whether this blended model improves language acquisition, enhances student motivation, and fosters better communication skills in ESL learners.

Research Questions and Hypotheses

Key research questions might include:

- How does composite learning affect ESL students' proficiency and confidence in using English?

- Does composite learning promote more effective retention of language skills compared to traditional approaches?
- What role does technology play in enhancing ESL learning through composite methods?

The hypothesis could be that composite learning leads to better overall language proficiency, higher engagement, and greater long-term retention of language skills than traditional ESL methods.

Significance of the Study

This study's findings could offer valuable insights for educators, enabling them to incorporate more flexible and diversified teaching strategies into their classrooms. For curriculum developers, the results may highlight the importance of integrating digital tools and collaborative learning techniques into ESL programs to enhance learning outcomes.

Contribution to existing literature on ESL teaching

This study could bridge gaps in current research on the effectiveness of blended learning models in ESL contexts. By providing empirical evidence on the success of composite learning, the research could contribute to ongoing discussions on innovative teaching methods in second language acquisition. This could further lead to the refinement of instructional models that better align with the needs of contemporary ESL learners.

This observation highlights the growing integration of technology in education, which undeniably offers both benefits and challenges. On the one hand, computers, the internet, and other electronic devices provide educators with innovative methods and tools to enhance learning experiences. These technologies facilitate access to information, foster collaboration, and enable creative lesson plans, which can make learning more engaging and effective.

On the other hand, the conditions pointed out some important barriers to the autonomy and success of learners. Students who lack intrinsic motivation or the ability to become self-directed may struggle to use these tools effectively. For example, online learning environments often

require students to take initiative, manage their time, and stay focused without the physical presence of a teacher. For those who aren't self-motivated, the freedom offered by technology can become a distraction rather than a benefit.

Additionally, learning a language like English, especially in an online setting, demands consistent effort, discipline, and motivation. The challenge here lies in the fact that language acquisition is a gradual process that can feel frustrating for learners. Without a strong drive or proper guidance, students may find themselves overwhelmed and discouraged. In both cases, the success of technology in education relies not only on the tools themselves but also on how effectively educators guide students in developing skills like self-discipline, critical thinking, and intrinsic motivation. Addressing these challenges requires a balanced approach that integrates both technological innovation and support systems to help students become more autonomous and motivated learners.

The contemporary teaching philosophy places a high value on student-centered materials that let students do independent study. These resources can be organized or not, but they typically have two crucial components: personalized learning and interactive learning. In essence, CALL is a technique that aids educators in assisting students in their language acquisition. It can be used as a remediation tool to assist students who need more support or to reinforce material that has already been covered in class. Blended learning is the term used to describe a combination of in-person instruction and CALL. Pure CALL is less prevalent than blended learning, which aims to maximize learning potential. In recent years, some attitudes, difficulties, and approaches related to the use of e-learning pedagogical tools have gained prominence.

Beliefs such as-

e-learning tools improve learning... which may be more tailored to the student's preferred learning style."

blended learning is better because it allows students to focus for longer periods of time

Need to adapt to technology as a new generation using a book is preferable to using a computer."

"Traditional teaching methods aren't always the best approach."
(Recipients of this research)

Some of the studies participants show that teachers and ESL/EFL students alike generally have positive opinions about the effectiveness of e-learning pedagogical tools in traditional classroom language instruction.

According to all of these perspectives, it does assist students in taking charge of their education, developing their independence and self-assurance, allowing introverted students to engage with others without restriction, helping them gain useful study and time management skills, and providing teachers with a more student-centric learning environment. There is evidence to suggest that participants' attitudes about e-learning range from being very positive to being reluctant to rely too much on technology for language instruction in the classroom. But obstacles like computer illiteracy, some students' incredibly low educational backgrounds, a lack of time and digital resources, a lack of trust in using digital equipment, inexperienced lecturers, etc., exist.

Measuring and monitoring learning involves collecting and analyzing data to track progress and identify challenges, and then using that information to make decisions and improve strategies.

To optimize the effectiveness of the e-learning environment, educators and learners need to have sufficient resources in the form of training, tools, and time. With awareness and responsibility, learners can now refine their language abilities in a variety of methods (LSRW). Thus, this research offers a blending learning approach that uses technology to improve learners' language and communication skills. It has become so important in educational contexts that it has taken on a major role in social life as well. Even while learning is most effectively done in a physical classroom with students and teachers present, technology-enhanced tools can greatly enhance the teaching and learning outcome.

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