Investigation On The Influence Of A La Carte Model & Face To Face Learning On Students' Performance In Phonetics

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Abstract: *In view of the worldwide role English language plays globally, its speaking skill must be adapted properly utilizing the Received Pronunciation. This research investigated the use of A la Carte model of blended learning on the performance and interest of two hundred (200) level college students in the department of Educational Foundation, Faculty of Education, and two hundred (200) level college students of English department, Faculty of Humanities, University of Port Harcourt, Nigeria. Two-group pretest-posttest semi experimental research design was used. The study had three (3) objectives, three (3) research questions and three (3) hypotheses. The population of the study was one hundred and forty (140) college students. A sample size of one hundred (100) students was drawn utilizing purposive sampling process. Two (2) instruments were used for data collection: Questionnaire on Students' Interest in Phonetics (QOSIP) and Phonetics Performance Test (PPT). Face and content validity were conducted for the instruments. The test retest strategy for reliability was utilized to build up the dependability of the instruments and the reliability indexes for the instruments were 0.887 and 0.858. Descriptive statistics were used to answer the research questions while the null hypothesis were tested with Analysis of Covariance at 0.05 level of significance. The findings were that that students taught Phonetics using A la Carte model (ALC) performed better than students taught with face-to-face learning environment (F- to- F), female students taught Phonetics using A la Carte model (ALC) performed better than their male counterpart and female students taught Phonetics using face-to-face learning environment (F to F) performed better than their male counterpart.It was thus suggested teachers/lecturers ought to integrate web based learning into the conventional setting utilizing A la carte model to back up the lesson.*

Keywords: *Phonetics, A la Carte model, Students, Gender*

I. Introduction

In each language, the imperative capacity is to be eloquent in speaking utilizing the Received Pronunciation (RP) of that language. Irrespective of the pivotal role Phonetics play in language, yet it is ignored or rehearsed improperly. Over the years that groups of students have fear for Phonetics because of the following issues: (1) Mother tongue interference (2) Teachers' inadequate skills in teaching Phonetics (3) Lack of well-equipped language lab (4) Lack of interest for Phonetics which leads to failure during WAEC examinations (5) Inability to utilize stress pattern properly. (6) Making joke of those utilizing the Received Pronunciation. (7) Pronunciation issue, substitution issue, oversight issue, and social impact. These led to poor performance in learning and speaking abilities.

However, Pedagogy or methodologies as indicated by researchers have been the principle factor influencing the teaching of Phonetics. (Wachuku, 2016). Thus, teachers need to include present day teaching approaches which help the interest of the students to have a grip of the content learned. Students ought to have great pronunciation skill, near a native speaker accent but that has not been accomplished over the years and as of late. This is on the grounds that numerous English teachers think that it's hard to teach Phonetics or utilize the Received Pronunciation [RP]. Numerous two hundred (200) level students in the University of Port Harcourt particularly in the Faculty of Education and Faculty of Humanities have been learning in the face to

face (conventional) classroom setting. In fact, the ISTE Standards anticipate that those students should utilize technology to improve their learning process in Phonetics. Blended teaching fuses technology and learning. In view of that, it was practical to permit the students blend their learning and find things for themselves and also watch their responses to the video clips, sound clips through smart phones, iPads, workstations, interactive white board as a facilitator.

Thus, this study researched how A la Carte or self - blend model can be utilized to stir the performance and interest of two hundred level (200) college students of Educational Foundation and English Students of Faculty of Humanities in Phoneticsat University of Port Harcourt.

Specific objectives of the study include:
1. Determine the difference in the mean performance scores (MPS) of the students taught Phonetics utilizing A la Carte model (ALC) and those taught in face to face learning environment (F-to-F).
2. Assess the difference between the mean performance scores (MPS) of male and female students taught Phonetics utilizing A la Carte model (ALC) and those taught in face to face learning environment (F − to-F).
3. Find out the association impact between blended learning and sexual category on students' mean performance scores (MPS) in Phonetics.

The following research questions guided the study:
1. Does any difference exist between the mean performance scores (MPS) of students taught Phonetics utilizing A la Carte model (ALC) and those taught in face to face learning environment (F-to-F)?
2. What is the difference in the mean performance scores (MPS) of male and female students taught Phonetics utilizing A la Carte model (ALC) and those taught in face to face learning environment (F-to-F)?
3. What is the collaboration impact between blended learning and sexual category on students' mean performance scores (MPS) in Phonetics?

Furthermore, the below null hypotheses were formulated to also guide the study:
1. There is no noteworthy contrast in the mean of Phonetics performance scores (MPPS) of male and female students taught utilizing A la Carte model (ALC) and those taught in face to face learning environment (F-to-F).
2. There is no significant interaction effect between blended learning, interest and sexual orientation on students' performance in Phonetics.
3. There is no significant interaction effect between blended learning and gender on students' performance in Phonetics.

II. Literature Review

The Concept of Blended Learning

Heinze and Proctor (2014) characterized blended learning as discovering that is helped by the viable blend of numerous methods for conveyance, models of teaching and learning, established on open Communication between all students learning the course. The researcher characterized blended learning as consolidating face to face and online techniques for teaching and learning, since this was an all the more broadly utilized reference in the writing on blended learning. Blended learning then again isn't about the technologies; it is about the change in outlook in the teaching model to individualized learning and improves the accomplishment of the students. Blended learning, as same as half breed learning, includes the most astounding qualities of customary tutoring with the advantages of web based figuring out how to convey customized, separated education over a group of students. Students in formal blended learning school programs get familiar with the online part, still have the benefit of face to face learning and screen to improve their learning and address their issues.

In the perspective of Christensen, Horn, and Staker (2013) provided details regarding the examination gotten from more than 80 associations and 100 teachers engaged with blended learning strategies. In light of the authors report, blended learning is characterized as a formal learning program where by a student learns in any event to a limited scope by means of online with some component of student power after some time, spot, way, or pace and in any event to some scope at a checked physical setting far from home. Norberg (2017) communicated that blended learning has been in presence. The methodology began in fifteenth century when the Technology of printing press was developed into the classroom while, at first, the teacher reads to the students from the main existing composition. As of late, advancements have supplanted books in some created nations during teaching and learning.

As seen by Owston, York, and Murtha (2013), Blended Learning should have a ton of students and enable distinctive strategies for teaching to support students achieve elite. Thus, allowing students to submit themselves inside their calendars while step by step feeling connected with a course is a positive indicator for a fruitful Blended Learning background.

Blended courses include a blend of both face to face, teacher drove learning, and on the web or computerized course parts that give student's power over way and pace. It was never an all-out online course. It doesn't include course changes that just swap simple instruments for smart ones. Recordings have been the important Technology utilized in blended learning. The recordings are shared to students through a learning the board framework (LMS) or video content administration framework (Video CMS). Recordings are utilized as an advantageous address material.

In light of the perspective on Alvarez and Cuesta (2012) proposed that a satisfactory examination and performance of these interactional modes should go for giving students the chance to redo their learning encounters as indicated by their requirements, styles, skills, socioeconomics, past learning history with online organizations, and convictions. Thus, connection results should support fulfillment, interaction, Communication, research, and self-guideline forms while the learning is a copy of how UNESCO (2014) characterizes learning as a social, regular and active process which depends on a quality model of understudy capacities, interest and culture.

Mbarek and Zaddem (2013), characterized blended learning as an educational and learning education upheld by the utilization of the ICT, enabling students to get new information and skills conveyed electronically without agonizing over the space-time move. Bhuasiri (2012), A la Carte model of learning is a creative way to deal with education conveyance through electronic types of data that improve the student's information, skills or other performance, for example, online learning, computer based learning, virtual classroom and smart interaction. It includes the conveyance of content by means of web, intranet/extranet (LAN/WAN), sound and video tape, satellite communicate, interactive TV, CD=ROM and the sky is the limit from there. (Aparico, Bacao and Oliveira, 2016).

In light of International Society for Technology in Education (ISTE), there are duties stipulated for overseers, students and teachers. This ISTE; was set up in 1979 and has helped numerous associations everywhere throughout the world to change learning utilizing Technology (ISTE, 2016) all these were accomplished by setting up standards.

The A la Carte Model

The A-La-Carte demonstrates and consolidates face to face education with online course. Students take a portion of the courses online to enhance the part taken in the classroom. It should be possible in the classroom or wherever. Through this medium, teachers can grow the scope of study assets that students learn so as to help their inspiration and at last customize students' learning way.

The A-La-Carte Model gives students a chance to take an online course notwithstanding the central subjects, giving students greater adaptability over their timetables. For instance, students can take online seminars on organs of speech, unadulterated vowels, diphthongs, consonants and intonation. Likewise, corporate preparing may gigantically profit by the A-La-Carte demonstrate by sparing the worker's time and endeavors. Rather than going to in-class addresses, they can take an online course while driving to work or in the solace of their own home. This model is learning prominence both in the educational and professional workplace since it offers students the chance to control their time, spot and pace while acing their abilities and information.

Empirical Review

A study led by Johnson*et al*. (2015), researched students' performance in blended learning based on sexual category. The structure he utilized was one-group experimental on 302 male and 251 female students who take an interest individually. The blended learning part was conveyed by means of WebCT LMS to the students. Coming to performance of male and female students in Phonetics towards blended learning, it was estimated utilizing the students' last grade from the writings. 0.05 level of centrality was utilized to break down information utilizing ANCOVA. The outcome demonstrated that there is no huge difference in performance of guys and female (p= 0.09) despite the way that females scored higher insignificantly.

Eamon and Hungwei (2016) looked at and confirmed the performance and interest of students in A la Carte and face to face learning environment utilizing semi-experimental structure. Around 53 students of both male and female was the study's example and was drawn through purposive inspecting method. Three unique scales and test were utilized to gather the information. It was broke down utilizing independent z-test. In their discoveries, they demonstrated higher performance by the students who took an interest utilizing A la Carte (on the web) class however it was not measurably noteworthy (p= 0.92). They indicated abnormal state of interest after interest in the online class. This study considered performance and interest of college students in Education Foundation of Faculty of Education. This helped distinctive class of students with assorted learning styles to investigate the appropriateness of blended learning.

III. Methodology

A semi-experimental research design was used. This was the most appropriate since it was without randomization and utilized intact class since the impact of the A la Carte model on student's interest for Phonetics and student's Phonetics Performance Test will be surveyed without randomization.The dependent variablesare students' interest in Phonetics (SIP) and students' Phonetics Performance Test (SPPT) checked through the students' post-test data. The independent variable is the teacher strategy or instructional method shown as A La Carte (ALC) or face to face (F-to-F) technique which was controlled to determine the impact on the dependent variables; SIP and PPT in Education Foundation, Faculty of Education and English Department, Faculty of Humanities, University of Port Harcourt. The population in this study was all the one hundred and forty (140) of two hundred level college students in the Department of Educational Foundation (EDF) Faculty of Education and students of English language, Faculty of Humanities, University of Port Harcourt. These college students of 2016/2017 session (200 level) were utilized due to the fact that they are the level offering the course – EST 213.1, Phonetics/Spoken English.

The sample size was one hundred (100) college students who were chosen through purposive sampling method.

Table 1: Sample Distribution

School	Group	Male	Female	Number of Students
Group A	Experimental	19	24	43
Group B	Control	21	36	57
Total		40	60	100

Two instruments were utilized for this study: (1) Questionnaire on Students' Interest in Phonetics (QOSIP) (2) Phonetics Performance Test (PPT). The principal instrument was titled "Questionnaire on Students' Interest in Phonetics" (QOSIP). This had four sections marked one after another in order A, B, C, and D with 30 items. Section A was for demographic data which the students composed their names and sex. Secondly, Section B, C and D were on emotions, level of acknowledgment and dismissal on the activities taught and the technique utilized for the activities. Likert size of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) was utilized to score the response of the students. The following qualities were dispensed to the responses: SA = 4, A = 3, D = 2, SD = 1. The standard that was utilized to survey the students' performance to blended learning (A la Carte model) was the normal of the response figures: $(4+3+2+1)/4 = 10/4 = 2.5$. In this way, students that scored underneath 2.5 had poor interest while students that scored above 2.5 showed high interest.

The control and experimental groups were exposed to the Questionnaire on Students' Interest in Phonetics" (QOSIP) and Phonetics Performance Test (PPT) before the experimental treatment (pre-test). This is to empower the researcher to set up the standard information of the students in the control and experimental groups before the taking in environment was changed from face- to- face to web based learning for the test group.

The research questions were clearly examined utilizing mean, standard deviation while ANCOVA was utilized for hypothesis.

IV. Results & Discussions

Research question one: Does any difference exist between the mean performance scores (MPS) of students taught Phonetics using A la Carte model (ALC) and those taught in face-to-face learning environment (F- to-F)?

Table 2: Mean and standard deviation on the difference between the mean performance scores (MPS) of students taught Phonetics using A la Carte model (ALC) and those taught in face-to-face learning environment (F –to- F)

Group	N	Pretest		Posttest		Mean Gain
		$\bar{x}$	SD	$\bar{x}$	SD	
ALC	43	24.42	9.77	88.88	12.85	64.47
F to F	57	16.14	11.30	60.00	8.66	43.86
Total	100					

Table 2 shows the pre-test and post-test difference between the mean performance scores (MPS) of students taught Phonetics using A la Carte model (ALC) and those taught in face-to-face learning environment (F to F). The result indicated that students taught Phonetics using A la Carte model (ALC) performed better (Pre-test; $\bar{x}$ = 24.42, SD = 9.77, Post-test; $\bar{x}$ = 88.88, SD = 12.85, mean gain = 64.46) than students taught with face-to-face learning environment (F- to- F) (Pretest; $\bar{x}$ = 16.14, SD = 11.30, Post-test; $\bar{x}$ = 60.00, SD = 8.66, mean gain = 43.86).

Research question two: What is the difference in the mean performance scores (MPS) of male and female students taught Phonetics using A la Carte model (ALC) and those taught in face-to-face learning environment (F- to- F)?

Table 3: Mean and standard deviation on the difference in the mean performance scores (MPS) of male and female students taught Phonetics using A la Carte model (ALC) and those taught in face-to-face learning environment (F to F)

Group/Gender		N	Pretest $\bar{x}$	SD	Posttest $\bar{x}$	SD	Mean Gain
ALC	Male	19	24.47	10.79	85.00	16.80	60.53
	Female	24	24.38	9.13	91.96	7.64	67.58
F to F	Male	21	21.43	12.26	57.86	7.68	36.43
	Female	36	13.06	9.58	61.25	9.05	48.20

Table 3 shows the difference in the mean performance scores (MPS) of male and female students taught Phonetics using A la Carte model (ALC) and those taught in face-to-face learning environment (F to F). The result showed that female students taught Phonetics using A la Carte model (ALC) performed better (Pre-test; $\bar{x}$ = 24.375, SD = 9.1262, Post-test: $\bar{x}$ = 91.958, SD = 7.635, mean gain = 67.583) than their male counterpart (Pretest; $\bar{x}$ = 24.474, SD = 10.788, Post-test; $\bar{x}$ = 85.000, SD = 16.802, mean gain = 60.526). Moreso, female students taught Phonetics using face-to-face learning environment (F to F) performed better (Pre-test; $\bar{x}$ = 13.06, SD = 9.58, Post-test; $\bar{x}$ = 61.25, SD = 9.05, mean gain = 48.20) than their male counterpart (Pretest; $\bar{x}$ = 21.43, SD = 12.26, Post-test; $\bar{x}$ = 57.86, SD = 7.68, mean gain = 36.43).

Research question three: What is the interaction effect between blended learning and gender on students' mean performance scores (MPS) in Phonetics?

Table 4: Mean and standard deviation on the interaction effect between blended learning and gender on students' mean performance scores (MPS) in Phonetics

Testing	Male (n=19) $\bar{x}$	SD	Female (n=24) $\bar{x}$	SD	Mean Gain
Pretest	24.47	10.79	24.38	9.13	0.10
Posttest	85.00	16.80	91.96	7.64	6.96

Table 4 shows the interaction effect between blended learning and gender on students' mean performance scores (MPS) in Phonetics. The result indicated that the interaction effect of blended learning and gender was higher after treatment (Male; $\bar{x}$ = 85.00, SD = 16.80, Female: $\bar{x}$ = 91.96, SD = 7.64, mean gain = 6.96) than before treatment (Male; $\bar{x}$ = 24.47, SD = 10.79, Female: $\bar{x}$ = 24.38, SD = 9.13, mean gain = 0.10).

H_{O1}: There is no significant difference in the mean of Spoken English performance scores (MPS) of students taught using A la Carte model (ALC) and those taught in face-to-face learning environment (F to F).

Table 5: Summary of Analysis of Covariance (ANCOVA) on the difference in the mean of Phonetics performance scores (MPS) of male and female students taught using A la Carte model (ALC) and those taught in face-to-face learning environment (F to F).

Based Variable: Post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	20639.470[a]	2	10319.735	91.460	.000
Intercept	109532.782	1	109532.782	970.	.000
Pretest	191.529	1	191.529	1.697	.196
Group	16463.746	1	16463.746	145.911	.000
Error	10944.890	97	112.834		
Total	556050.000	100			
Corrected Total	31584.360	99			

a. R Squared = .653 (Adjusted R Squared = .646)

Table 5 shows that there is significant difference in the mean of Phonetics performance scores (MPS) of students taught using A la Carte model (ALC) and those taught in face-to-face learning environment (F to F) ($F_{1, 97}$ = 145.911, P < 0.05). Hence, null hypothesis one is rejected at 0.05 alpha level.

H_{O2}: There is no significant difference in the mean performance scores (MPS) of male and female students taught Phonetics using A la Carte model (ALC) and those taught in face-to-face learning environment (F to F).

Table 6: Summary of Analysis of Covariance (ANCOVA) on the mean performance scores (MPS) of male and female students taught Phonetics using A la Carte model (ALC) and those taught in face-to-face learning environment (F- to- F).

Based Variable: Postest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	21447.203[a]	4	5361.801	50.248	.000
Intercept	93086.800	1	93086.800	872.360	.000
Pretest	333.123	1	333.123	3.122	.080
Group	16083.134	1	16083.134	150.723	.000
Gender	798.657	1	798.657	7.485	.007
Error	10137.157	95	106.707		
Total	556050.000	100			
Corrected Total	31584.360	99			

a. R Squared = .679 (Adjusted R Squared = .666)

Table 6 shows that there is significant difference in the mean performance scores (MPS) of male and female students taught Phonetics using A la Carte model (ALC) and those taught in face-to-face learning environment (F to F) ($F_{1, 95}$ = 7.485, P < 0.05). Hence, null hypothesis two is rejected at 0.05 alpha level.

H_{O3}: There is no significant interaction effect between blended learning and gender on students' performance in Phonetics.

Table 7: Summary of Analysis of Covariance (ANCOVA) on the interaction effect between blended learning, and gender on students' performance in Phonetics.

Based Variable: Postest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	998.275[a]	2	499.137	3.362	.045
Intercept	37126.760	1	37126.760	250.090	.000
Pretest	484.815	1	484.815	3.266	.078
Gender * Treatment	518.523	1	518.523	3.493	.069
Error	5938.144	40	148.454		
Total	346650.000	43			
Corrected Total	6936.419	42			

a. R Squared = .144 (Adjusted R Squared = .101)

Table 7 shows that there is no significant interaction effect between blended learning and gender on students' performance in Phonetics ($F_{1, 40}$ = 3.493, P < 0.05). Hence, null hypothesis three is rejected at 0.05 alpha level.

The finding in table 2 demonstrates that students taught Phonetics utilizing A la Carte model (ALC) performed superior to students taught with face to face learning environment (F to F). Besides, table 5 shows that there is noteworthy difference in the mean of Phonetics performance scores (MPS) of students taught utilizing A la Carte model (ALC) and those taught in face to face learning environment.

The figures in table 3 demonstrates that female students taught Phonetics utilizing A la Carte model (ALC) performed superior to their male partner. Besides, table 6 demonstrates that there is significant contrast in the mean performance scores (MPS) of male and female students taught Phonetics utilizing A la Carte model (ALC) and those taught in face to face learning environment.

At long last, the figure in table 4demonstrates that the interaction impact of blended learning and sexual orientation was higher after treatment than before treatment. Moreover, table 7 demonstrates there is no noteworthy communication impact between blended learning, and sex on students' performance in Phonetics.

V. Conclusion

The findings of this study gave rise to the following conclusions:

1. There was a huge contrast in the mean performance scores (MPS) of male and female students taught Phonetics utilizing A la Carte model (ALC) and those taught in face to face learning environment
2. The interaction impact of blended learning and sexual orientation was higher after treatment than before treatment.

Based on the findings of this study, the following suggestions were made:

1. When teaching use of English and Phonetics, teachers/lecturers ought to integrate web based learning into the conventional setting utilizing A la carte model to back up the lesson.
2. Male and female students ought to enjoy internet learning frequently because it is accessible to everybody.
3. The students should keep on learning use of English particularly the speaking ability until they graduate. This will empower the students to conquer the fear of utilizing the Received Pronunciation (RP). Finally, every student should have Pronouncing Dictionary by Daniel Jones.

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