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## An Integration of Use of Facebook, Peer Assessment with Blended Learning to Enhance the Writing Skills of Freshmen Engineering Graduates – A Pragmatic Approach

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### Abstract

In India, English language teaching-learning has been taken into different means of advancements, the dawn of technology and digitalization of living atmosphere are the two basic and decisive reasons for such an advancement to have an influence not only on one's livelihood but also on teaching learning portions of academic and other study facets. The teachers of engineering subjects in general and the teachers of the English language, in particular, are seriously tossed to introduce technology and digital means of teaching-learning into their classrooms. The teachers of English have to be efficient facilitators of digital learning means to their learners. Facebook, a social media tool stand best to be blended into English language learning. This paper focuses on the outcomes of the integration of Facebook and peer review and assessment with blended learning to assist and enhance the English language and writing skills of the freshmen engineering graduates.

**Key words:** Blended learning, web 2.0, Facebook, virtual community, writing skills

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### Introduction

The modern day approach of teaching learning process has to give students legitimate consideration because of changing circumstances of the world. Students ought to be given trust so that they might have the option to question, inquire, investigate and be innovative initiators (Irfan et. al, 2016). In the traditional method of teaching - learning process the role of students is detached whereas the teachers' role is dynamic. Due to this reason the students are inactive continuously in their entire life and the time that they spend during their learning process couldn't help them meet their learning expectations. However, the modern-day teaching methodology has shifted to student-centered teaching from conventional teacher-centered. This turns them from passive learners to dynamic participants and makes them ready to utilize the cutting edge progressing technology. Language education has consistently been the most significant issue for English language educators, they have to utilize distinctive technologies or software time to time to improve the English language skills, for instance, the utilization of PC for different exercises of language learning (Lee 2000). The utilization of web from 2000s

empowered the teachers in so many ways to utilize online sources, it has encouraged the students to utilize diverse social media sources and learn English at home with no trouble. This also enabled the students to improve their listening, speaking, reading, and writing skills, with the help of different web sources on internet platform (Palmer and Bray, 2001). In this rapidly changing modern world of technology, social media plays a vital role.

Facebook, one of the Web 2.0 based application platforms, is currently the most utilized media tool worldwide of mass communication (McCarthy, 2010). Numerous researchers have recommended that Facebook and the other Web 2.0 innovations may not generally be suitable or fruitful vehicles of formal instructions and learning exercises (Lohnes and Kinzer, 2007; Salaway, Caruso, and Nelson, 2007; Waycott, Bennett, Kennedy, Dalgarno and Gray, 2010). In any case, inculcation of Facebook in a mixed learning education is by all accounts a plausible method for an educator to upgrade students' learning. Accordingly, to utilize Web 2.0 innovation, Facebook and peer evaluation were blended with the teaching-learning writing skills of a semester-long English freshmen engineering graduates of Rajeev Gandhi Memorial College of Engineering & Technology, to investigate the adequacy and the students' recognitions towards effective learning.

### **Web2.0 Technologies in teaching- learning English language: FACEBOOK**

Facebook, specifically, has been the subject of a few investigations of evaluating its capability through making an innovation of upgraded learning conditions. While many (Ekoc, 2014; Blattner and Fiori, 2009) researchers have revealed that Facebook has a positive effect as a learning platform on web network and it is a suitable instrument to educate as well as learn. On the contrary a few researchers have questioned its suitability in formal instruction and learning exercises. Manca and Ranieri (2013, p. 496) addressed whether Facebook was "a device reasonable to learn without difficulties?"; having broken down 23 pertinent articles, the writers presumed that "a significant number of the most energetic perspectives, which prefigure future situations of learning wherein the limits of formal training and participatory social media proven to be a new learning platforms has yet to be accomplished", while additionally calling attention to that the discussion on "advanced locals and their mechanical desires for instruction" (p. 496) appeared to be repudiated by some of the surveyed investigations, from which the understudies were developed and they do not assumed any positive towards the utilization of Facebook in the instructive settings.

The utilization of Social Network Sites (SNSs) for learning purposes is a continuous process among the mainstream researchers, the web-based social networking correspondence or informal community platforms give, students, a number of events to share views and communicate while taking part in an exchange of signification information (Ekoc, 2014, p. 18) by offering an open door convention in genuine circumstances settings rather than confined and exclusive classroom collaboration.

### **Problem statement**

Facebook is presently considered the most mainstream online internet based life webpage utilized by a large number of students and young people for an assortment of purposes, yet with the substantial accentuation of social needs and interests. Most of the individuals spend time and energy on Facebook, so the issue is with such mechanical improvement of the way students consider these significant destinations, especially Facebook for an instructive purpose. A few scientists demonstrated that the utilization of Facebook makes learning easier in conventional training and possibly improves the students' learning procedures (Roblyer, 2010).

Accordingly, educators, training and educational program designers hold the responsibility of designing the learning process modification pattern letting the teaching on Facebook to involve in the understudies' English teaching-learning through connection and correspondence among the instructors and the freshmen of the college.

- Does the inculcation of Facebook into teaching-learning profitable?
- Does the blending of web 2.0 technologies help improve freshman engineering graduates' writing skills?
- Does the Facebook stand effective platform for peer reviewer assessment of teaching learning?

### **Motivation behind the Study**

The study intends to investigate the use Facebook to improve writing skills and vocabulary of the freshman engineering students of RGM CET, and the aggregate after effects of their scholastic execution and success of the utilization of the Facebook as an instructional technique.

### **Inquiries of the investigation**

The statement of the problem raised the following questions:

1. Is there any factually critical contrast ( $\alpha=0.05$ ) in the writing mean scores of freshmen engineering graduates that can be credited with the showing strategy (for example Facebook versus Conventional)?
2. Is there any measurably noteworthy contrast ( $\alpha=0.05$ ) in the use of vocabulary mean scores of freshmen engineering graduates that can be credited with the showing strategy (for example Facebook versus Conventional)?

### **Significance of the investigation**

The significance of the investigation originates from the point that the use of Facebook is moderately a new concept with respect to its utilization in teaching-learning. It establishes an intellectual base among the internet based life system. So it is essential to coordinate the understudies towards the utilization of Facebook webpage to have an option to accomplish the ideal outcomes through enhancing the composing abilities and jargon content. The emphasis

ought to be on adjusting or changing the students' practices and attitudes towards utilization of Facebook to encourage learning.

***The noteworthiness of this examination can be summed up in the following points:***

1. This Study is relied upon to upgrade the writing abilities of the RGM CET, freshmen engineering graduates, and improve their writing to have scholastic execution of ideas.
2. It can possibly make the teacher the arrangement producers, and the organizers educational programs away from the idea of utilization of such an internet based life instrument to achieve beneficial outcomes.

### **Operational Definitions of the Terms**

#### ***Facebook***

Facebook is an interpersonal communication site characterized by Browse (2009) as a famous free long range interpersonal communication site, it permits the enrolled clients to play out a few capacities, running from making profiles, transferring photographs, recordings, sending and accepting messages, stay in contact with companions, friends, associates, and other people to trade thoughts, suppositions, encounters and specialties. Proper utilization of Facebook can develop the learning process through interaction, communication, collaboration, and information sharing.

#### ***Freshmen***

Freshmen are the first year engineering graduates of RGM CET; they were chosen for this study and were divided into control and experimental groups.

#### ***Internet-based Networking***

Internet-based life organizing alludes to those frameworks that empower the individuals to register in a particular webpage to know the aptitudes, abilities, and inclinations, of explicit to different people/individuals, such systems one known as Facebook, MySpace, LinkedIn, & Twitter utilized by numerous clients for various purposes. (Fernandez and Sabeerwa, 2014: 358). In this investigation, the objective web-based life is the Facebook.

#### ***Limitations of the Study***

- A. Transient restrictions:** This investigation is constrained to be practiced during the period of 2019-2020.
- B. Spatial confinements:** This study is restricted to the freshmen engineering graduates of RGM CET College exclusively.

### **English Language Writing Skills Enhancement**

Teaching English as an unknown dialect (TEFL), in nations where English isn't the primary language experiences heaps of challenges. They run from understudies' hesitance and modesty to dissatisfaction because of failure to appropriately create and utilize it in the study hall; Facebook helps the learners and prompts them to start or to continue with a discussion yet the case isn't the equivalent in the traditional strategy. A definitive objective of showing English as an unknown dialect (TEFL) is to empower understudies to have impart on English. So as to have the option to convey, educators ought to underline the four language aptitudes in study halls. With broad spotlight on the perusing and writing abilities to guarantee that understudies are informatively learning these aptitudes (Jayyusi, 1990).

Writing is a fundamental expertise in foreign language through discovering the targets and allowing the students to chance and build up their abilities to write letters, articles, and research papers. Likewise, writing aptitudes upgrade subjective and phonetic mindfulness among the learners (Jayyusi, 1990).

### **Review of Literature**

Yonus and Salehi (2012) analyzed the viability of Facebook Groups towards educating and improving composition: students' observations endeavor to investigate the understudy's recognition on the adequacy of Facebook bunches for instructing and improving composition. The study test comprised of (45) third-year students who were doing their four-year certification in TESL, in the personnel of training, college of Kebangsaan-Malaysia. The creators utilized the poll for information assortment from the respondents and estimated their observations. The poll comprised of (10) close-ended questions and (3) open-ended questions. Consequences of this investigation indicated that Facebook bunches in a compelling instrument in improving the students composing abilities particularly by conceptualizing their thoughts before the real perusing.

Arroyo (1992) led an investigation to find out the impact of the expanded utilization of PCs on understanding accomplishments. The samples comprised of (75) grade seven students who were going to a primary school situated in a prevalently low-salary financial neighborhood of South Chicago. From this aggregation, (15) students were exposed to a serious PC helped guidance program for the whole school year, while (15) others, haphazardly chose from the rest of the group of (60) who got no PC for preparing and filling in as a benchmark group. After effects of the Iowa Tests of Basic Skills demonstrated a factually noteworthy increment in perusing accomplishment of the students who utilized PCs. Notwithstanding an improvement in understanding scores, Arroyo likewise calls attention to that utilization of the PC seemed to expand students inspirations to learn.

Hussain and Ghouli (2014) considered the effect and adequacy of utilization of Facebook for the development of English language of the ninth grade students in Jordan. The investigation was led in Asia auxiliary school for Girls in Amman in their first semester 2014/2015, to

consider the impact of aggregation of normal and the collaboration among them. Study test comprised of (68) students divided into two groups, one was an experiential group (33) students concentrated by the Facebook way and the other was controlled group (35) students considered a similar unit in a conventional manner. Study instruments utilized were instructive materials and a far-reaching and dependable test was planned and applied as a pre-test and a post-test. The two gatherings for the trial bunch in the aggregation of normal. The examination was done with a lot of suggestions. The most significant thing was utilization of Facebook in basic training to help the students utilize e-learning, and draw the consideration of English educational plan writers for the need of utilization Facebook to profit by its properties in enhancing the educational program with present-day advances.

Ahmad (2016) researched the impact of Facebook on sentence structure, conversational and composing abilities in English. The investigation test comprised of (60) students (30) students for the experimental gathering and (30) students for control gathering, the instrument of the examination was an EFL sentence structure and composing tests. Students in the two groups were pre-tried for utilization of the EFL language structure and for composing test. After that, the experimental gathering was shown to utilizing Facebook while the benchmark group was shown of utilizing the conventional teaching technique. Consequences of the investigation indicated that the trial bunch beat the benchmark group in the post-trial of EFL language structure and composition.

### **Key focuses that rose up out of the Previous Studies**

1. The greater part of the investigations identified with Facebook has been directed in the ongoing years, while showed to the oddity of the theme and the enthusiasm for it by the analysis from various nations.
2. The directed past examinations had various targets to accomplish, a few investigations planned to investigate/examine the impact of utilization of Facebook to improve the understudies' language aptitudes in learning the English language as an unknown dialect, for example, the connection between use of Facebook and improve perusing, writing, punctuation, and appreciation abilities.
3. A portion of the past examinations utilized the unmistakable technique while different investigations utilized the exploratory logical strategy with various focuses on students.

### **Research method**

#### **Blending Facebook learning into teaching-learning writing model.**

The objective of this investigation was to examine how the Web 2.0 innovation, Facebook, can be coordinated with peer evaluation and mixed learning and the impact of this methodology on learning. The research design was fundamentally experimental in nature, subsequently; the researcher divided the learners into two equivalent groups on which the

investigation was done. Sixty (60) students were randomly chosen by the instructor out of three hundred and sixty (360) freshmen of the B.Tech program of Rajeev Gandhi Memorial College of Engineering and Technology (RGM CET).

Type of Group	No. of Students	Percentage
Experimental group	30	50
Control group	30	50
Total	60	100

Table :(1) Equal distribution of student groups

A pretest was held to both the groups, the scores achieved in the test were recorded after evaluation. During this study period the experimental group of students were provided guidance, evaluation, peer assessment and feedback through Facebook off the class rooms besides the regular conventional classroom teaching-learning writing practice through varied activities such as writing essays, free writing tasks, creative writing opportunities through guidance, assessments and feedback. Inculcation of Facebook off the classroom is an additional aspect to be experimental group whereas the controlled group has been provided teaching-learning writing skill practice, assessment and feedback only through conventional class rooms instruction and practice. After the three months of teaching-learning writing through the two different modes to the experimental group and controlled groups eventually, a post-test was held to find the improvements and expected changes in the learner's writing skills.

The scores gathered from the pre-test and post-test outcomes of the learners both the groups were analyzed by using descriptive, analytical methods the researcher guided the learners for three months. The descriptive statistical methods like Mean, Standard Deviation, T-test, and Coefficient of differences.

### **Online Role of a Teacher.**

Aaron Sams stated that the teachers "In spite of the fact that they felt quite great about their "traditional" teaching, they realized that they could improve. The blended approach through Facebook is similar to all great instructive thoughts, originated from the requirements of the smart, technically digital students. The online role of teacher plays a vital role. The teacher must connect to the learners even off the classroom. In this connection the role was detailed in three steps.

#### **Step-1:**

The regular interactive classes were held by the instructor in a conventional mode of teaching writing through various activities; among the learners 60 students with almost equal capabilities were chosen for study: they were divided into experimental group and controlled groups with 30 learners in each group. A Facebook page was created Rgmcet English Proficiency Club; all the learners of experimental group were invited and added to the page; along with the conventional

classroom teaching-learning writing practices the experimental group of students had an additional platform to share, comment, like, assess, and have feedback through Facebook. A variety of tasks were given to the experimental group of students on Rgmcet English Proficiency Club Page, for instance, A student was typed and comments were invited from the learners on the statement; A topic was given to have discussion or debate on it; A video was uploaded and advised to watch and also write their views or opinions on it; A news clip from a reputed newspaper was uploaded and the students were asked to read and comments on it. Whoever the learner responds to the uploaded content the instructor appreciates, assess, and gives feedback them.

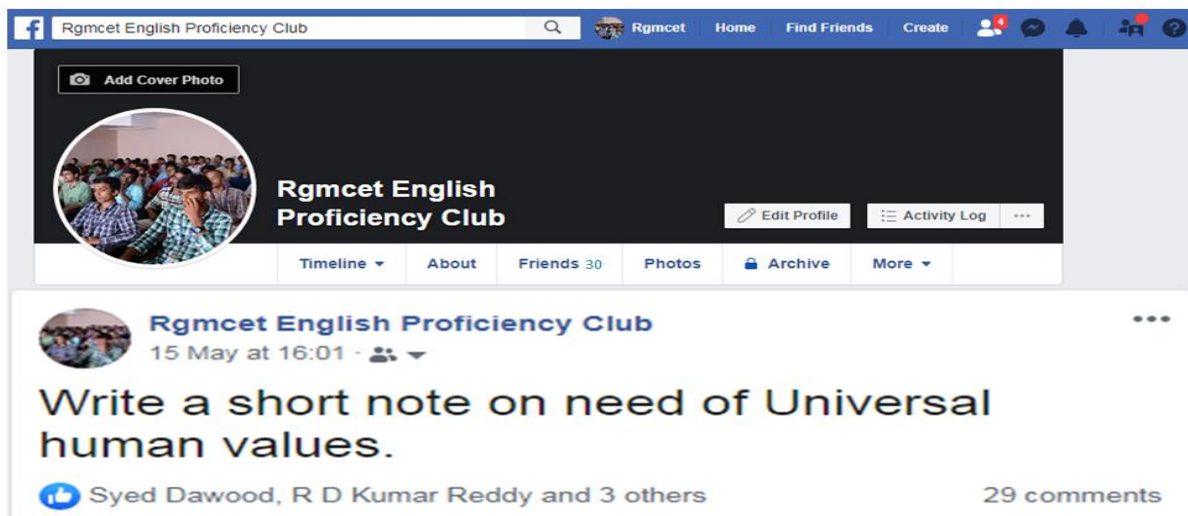


Figure 1. A webpage of the *Rgmcet English Proficiency club* on Facebook

## Step-2

As a part of assessment of writing skills of the learners, the instructor gave a topic and advised them to write a short note on the topic; **'Write a short note on The need of Universal human values'**, and instructed the learners to respond to the task given. All the learners of experimental group responded to the given topic actively. By this students' writing skills were assessed and given feedback on Facebook with no delay, for instance,

Figure-2: An example of short note- writing response, of learners from experimental group

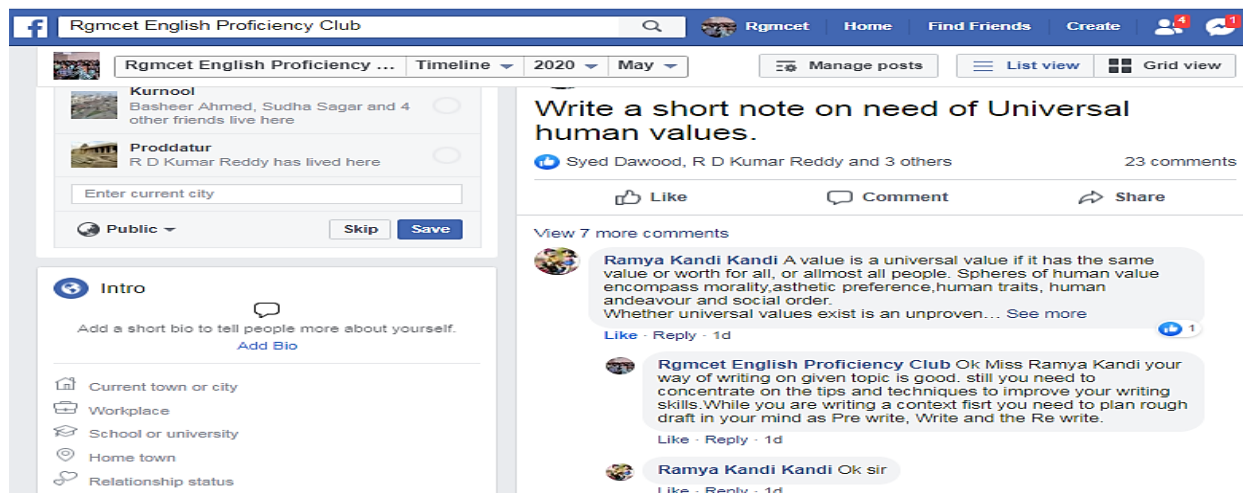




### Step-3

After the completion of the each writing task on the given topic over Facebook, the learners were given feedback not only on Facebook but also were guided and given a chance to have discussion face-to-face with the instructor during college hours. The feedback included both appreciation and suggestions for the students.

Figure-3: An example of Assessment of Feedback given to the respondents on Facebook page



#### Data acquisition:

The data for this investigation was gathered from the writing skills evaluation of pre-test and post-tests conducted to the experimental and control groups. The investigator has conducted an essay writing task on '*Impact of Technical Gadgets on Young Generation*' as a part of pre-test to both the experimental and control groups.

#### Pre-test data:

The test was conducted for 25 marks and the writing performance of the students was evaluated based on the five parameters; content (5m), grammar (5m), structure (5m), vocabulary (5m) and spelling (5m). Based on the scores secured by the learners, 30 students were categorized into three. From experimental group 14 students secured under low level (8-10 Marks), 13 students scored under medium level (11-13 marks), 3 students achieved scores under high level (14-17 marks), and the cumulative score of the experimental group in the essay writing task was 331. On the other hand, students from controlled group scored 13 under low level (8-10 Marks), 15 under medium level (11-13 marks), and 2 under high level (14-17 marks), and the cumulative score of the control group in the essay writing task was 329.

#### Post-test data:

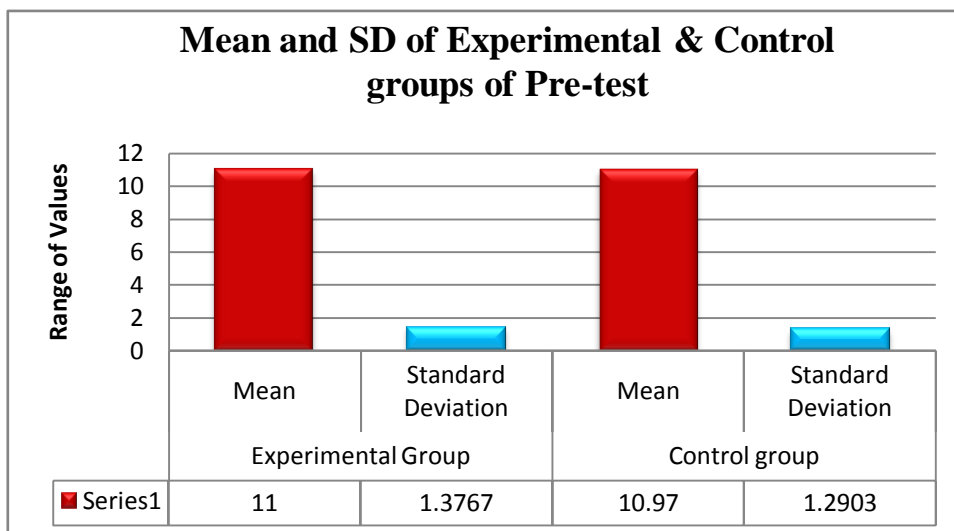
An essay writing task was conducted to both the groups on '*Need of Universal Human Values*' as a part of post-test to both the experimental and control groups. The test was conducted for 25 marks and the writing performance of the students was evaluated based on the five parameters taken for the pre-test; content (5m), grammar (5m), structure (5m), vocabulary (5m) and spelling (5m). Based on the scores secured by the students, 30 students were categorized into three. From experimental group no student scored under low level (8-12 Marks), 20 students scored under medium level (13-17 marks), and 10 students achieved scores under high level (18-25 marks), and the cumulative score of the experimental group in the essay writing post-test was 513. On the other hand, from control group 27 students scored under low level (8-12 Marks), 3 students under medium level (13-17 marks), and no student came under high level (18-25 marks), and the cumulative score of the control group in the post-test essay writing task was 330.

### Data analysis:

The scores gathered through pre-test and post-test effectively dissected through clear insights like Mean, Standard Deviation, T-test, and Co-efficient of variance the scores had been used to quantify in an appropriate and methodical manner to identify the noteworthy differences between the Mean scores of Experimental group and Control group.

### Graph: 1

Mean and Standard Deviation of the scores against by the Experimental group and Control group from pre-test.



**Table: 1.** Mean and Standard Deviation of the scores acquired by the Experimental group and Control group from pre-test.

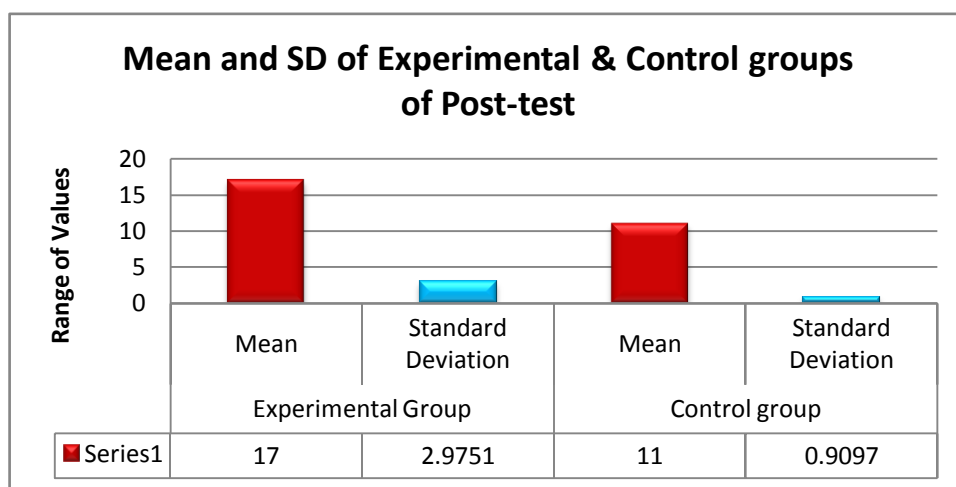
S.No	Group Name	Mean	Standard Deviation
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1	Experimental Group	11	1.3767
2	Control Group	10.97	1.2903

The above graph and table show that both the experimental group and control groups are relatively nearer in values in their pre-test scores. The Mean value of experimental group is 11 and Standard Deviation is 1.3767, on the other hand, the Mean value of Control group is 10.97 and Standard deviation is 1.2903

**Graph: 2**

Mean and Standard Deviation of Experimental group and Control group from post-test scores.



**Table: 2**

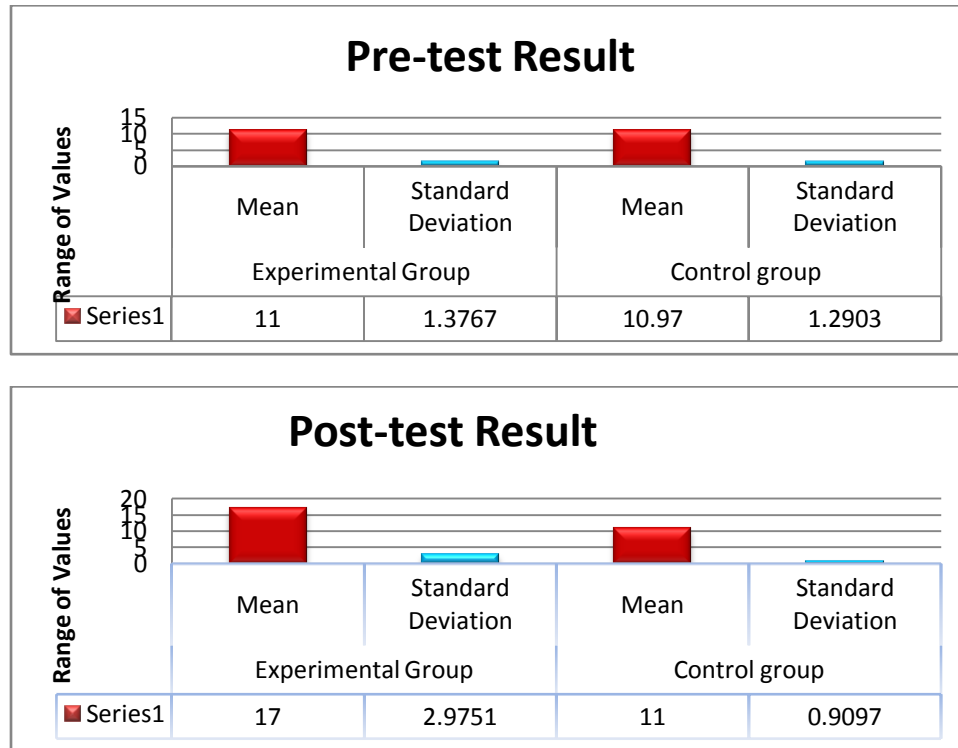
Mean and Standard Deviation of Experimental group and Control groups from post-test scores.

S.No	Group Name	Mean	Standard Deviation
1	Experimental Group	17	2.9751
2	Control Group	11	0.9097

The above graph and table show that the Mean score of experimental group is 17 and Standard deviation is 2.9751 and on opposite side the Mean Score of control group is 11 and Standard Deviation is 0.9097. It is also observed that there was a slight improvement in post-test scores compare to pre-test scores of control group also for whom conventional teaching technique was followed. This table shows the reasonable difference between the learning abilities of experimental group and control group in a legitimate way. Thus, the learning accomplishment of experimental group is better than that of control group. The writing abilities of e-learners, whom the instructor had guided, assessed and given feedback through Social Media, Facebook platform; besides conventional classroom teaching have got an effective improvement.

**Graph: 3**

Mean and Standard Deviation of Experimental group and Control group from pre-Test and post-Test scores.



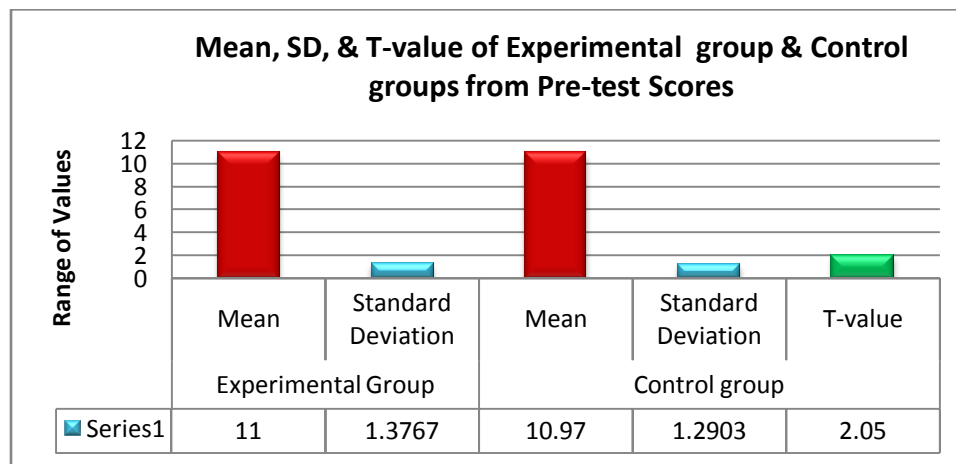
**Table: 3**

Pre-test values			Post-test values		
Group	Mean	SD	Group	Mean	SD
Experimental Group	11	1.3767	Experimental Group	17	2.9751
Control Group	10.97	1.2903	Control Group	11	0.9097

The information of the above table is already introduced in table no 1 and 2 however, the outcomes are projected in a single table so as to feature the distinction between the outcomes results of the findings two mentioned groups (Experimental & Control) in a clear and deliberate manner. The readers may get the fundamental contrast between the learning accomplishments of blended learning approach and traditional teaching approach in enhancing the writing skills of freshmen engineering graduates of RGM CET.

**Graph: 4**

**Mean Standard Deviation and t-value of both Experimental group and control groups from pre-test scores.**

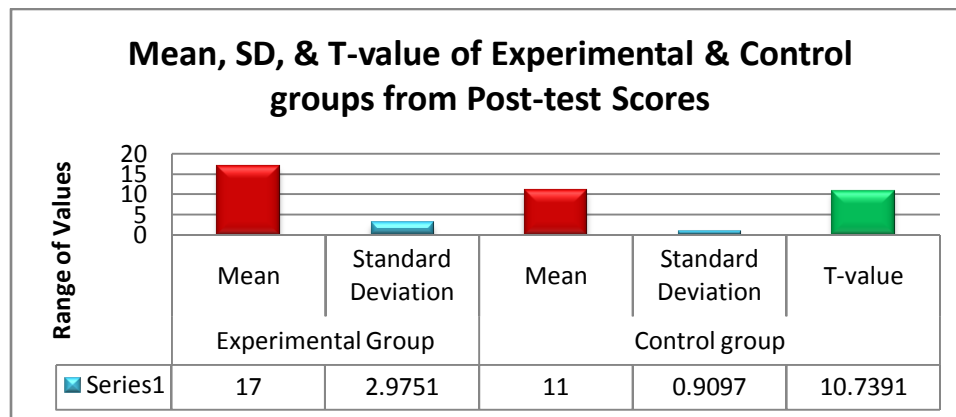


**Table: 4**

S. No	Group Name	Mean	SD	t-value	Probability
1	Experimental Group	11	1.3767	2.05	0.05
2	Control Group	10.97	1.2903		

In the above table, t-determined value and level of importance (0.05) along with Mean and Standard Deviation of pre-test scores of both experimental and control groups are presented in a precise way to highlight the t-determined estimation of trial gathering and control gathering. Here, considering the t-determined value of both the experimental and control group scores clearly show that there is no significant distinction between the experimental group and control group in pre-test scores, however they are nearly equivalent. The Mean score of Experimental group is 11, the standard deviation is 1.3767, and control group Mean score is 10.97 (11) and the standard deviation is 1.2903. The t-determined estimation of both the groups is 2.05, which is greater than that of  $\pm 1.699$  at 0.05 degree of significance.

**Graph: 5: Mean value, Standard Deviation and t-value of Experimental group and control groups from post-test scores.**



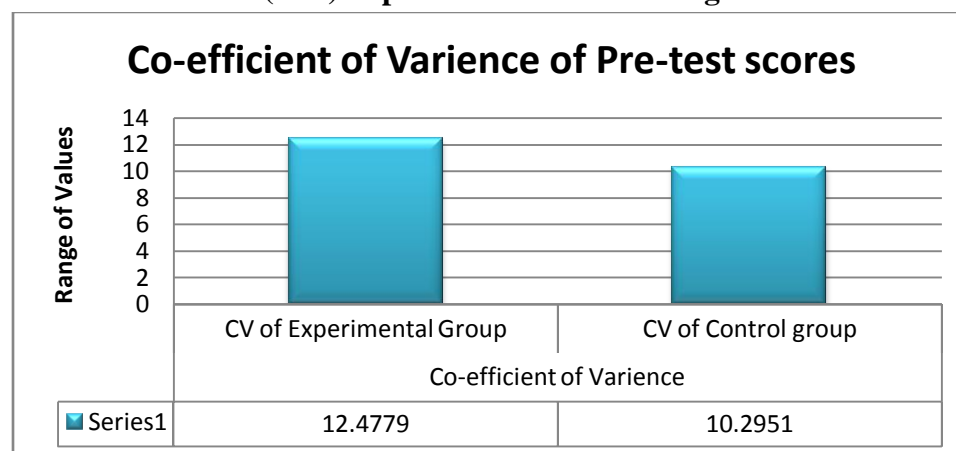
**Table: 5**

S. No	Group Name	Mean	SD	t-value	Probability
1	Experimental Group	17	2.9751	10.7391	0.05
2	Control Group	11	0.9097		

The above graph & table indicate that the mean scores of experimental and control groups in post-test are 17 and 11. In a same way the standard deviation of experimental and control groups are 2.9751 and 0.9097 simultaneously. Likewise, the t-value of both experimental and control groups is 10.7391, which is more noteworthy than  $\pm 1.6999$  at 0.05 level of significance. Thus, the table shows that the learning accomplishment of experimental group is better than the control group. It implies that Facebook plays a vital role in enhancing the writing skills of young learners in contrast with the conventional classroom teaching method.

**Graph: 6**

**The Co-efficient of Variance (C.V) of pre-test scores of writing skills**



**The Co-efficient of Variance (C.V) on pre-test scores of writing skills**

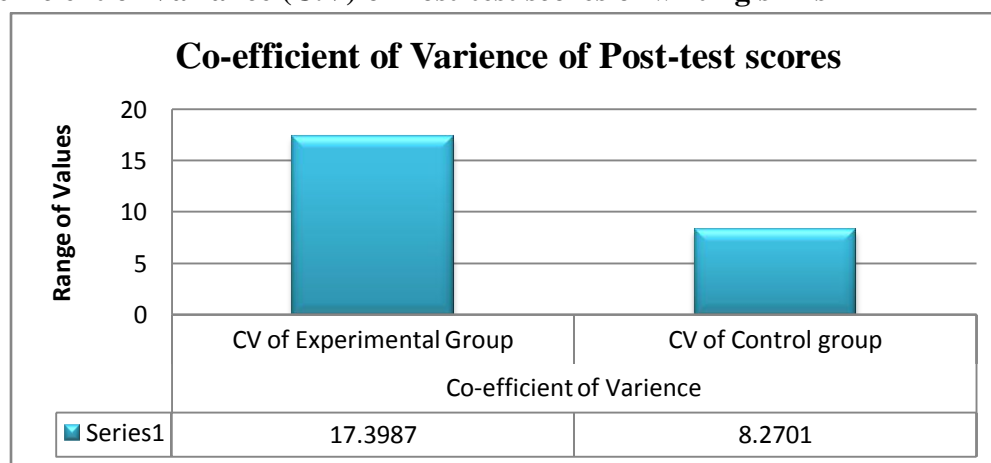
**Table:6**

C.V of Experimental Group	C.V. of Control Group
12.4779	10.2951

The above graph & table indicate that the co-efficient of variance of pre-test scores secured by the students. The co-efficient of variance of the experimental group and control groups are 12.4779 and 10.2951 respectively. The co-efficient of variance of experimental group and control groups clearly depict that there is a minimal difference between their pre-test scores.

**Graph: 7**

**The Co-efficient of Variance (C.V) of Post-test scores of writing skills**



**The Co-efficient of Variance (C.V) of pre-test scores of writing skills**

**Table:7**

C.V of Experimental Group	C.V. of Control Group
17.3987	8.2701

The above graph & table obviously show a significant change in the score of the post-test scores secured by the respondents. The co-productive scores of the experimental group and control group are 17.3987 and 8.2701 respectively. However, it is an incredible contrast. The results of post-test scores indicated that the role of Facebook is more noteworthy than the conventional lecture method in classroom in enhancing the writing skills of freshmen engineering graduates of RGM CET.

## Results and Discussion

Many research studies emphasized that Facebook is one of the most significant wellsprings of social media that improves student's language and enhance their abilities and skills through observing new complex thoughts, sharing their own experiences with others and

getting appreciation among their companions (Roblyer et al. 2010). Similarly, Sun (2010a) analyzed students' writing execution to quantify the impact of extensive writing and concluded that Facebook enhances overall writing skills and promotes self-writing abilities of learners.

The present investigation is directed towards finding out the role of Facebook in enhancing English language writing skills. The results of the investigation indicated that Facebook is one of the most significant instruments of social media, which is utilized by instructors all over the world. The investigation indicated that Facebook is one of the most frequently visited sites, pulling in the guests, and empowering the clients to get latest updates about the world. Accordingly, the investigation is concluded that Facebook plays a critical role in enhancing the English language writing skills at the college level in light of the fact that the college-level students are full-grown and they may utilize smartphones that is the reason they may effectively utilize Facebook for enhancing their English language writing skills. The results of the investigation likewise indicated that Facebook is helpful for English learners. In the classroom teaching the majority of students feel shy and they don't have the mental fortitude to ask questions in front of the other student but they feel free to question on Facebook platform. The results of the investigation additionally demonstrate that the role of Facebook in sharing information to different fellow learners energizes the students. The utilization of Facebook isn't just helpful for the advancement of writing skills however, it also utilized for the Listening, Speaking and Reading abilities assessed.

### **Conclusion:**

The purpose of the study was to quantify the experience of the learners on the blended learning model inculcation of Facebook along with the conventional teaching-learning writing of the freshmen engineering graduates of RGM CET. Based on the results of the study it is proven that the implementation of a blended learning model that is integration of Facebook helped the learners to write confidently and enjoy the online group learning environment at their own pace, and this ultimately, rendered highly cause positive results. However, the conventional method of teaching cannot be overlooked as the results of the pre-test and post-tests of the control group also have shown a slight improvement in the writing skills of the students. Hence, it is concluded that the integration of Facebook with conventional teaching and can effectively enhancing the writing skills of the students. This blended learning model stands highly influential, internship and efficacious.

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