|  |  |  |
| --- | --- | --- |
|  |  | **Brewed Learning : What it is and how does it work?**  **Nursyuhada’ Ab Wahab**1,2\***, Melor Md Yunus**1**, Harwati Hashim**1  1Universiti Kebangsaan Malaysia, Fakulti Pendidikan, Bangi, 43600, MALAYSIA  2Universiti Sains Islam Malaysia, Fakulti Pengajian Bahasa Utama, Nilai, 71800, MALAYSIA  DOI: https://doi.org/10.30880/mari.2022.03.05.007  Received 15 July 2022; Accepted 30 November 2022; Available online 31 December 2022    **Abstract** : Since they were born in a time when everything was accessible at a moment's notice, all of today's students are digital natives. Unfortunately, they lack the advice and direction needed to effectively employ the technology of their mobile devices for language acquisition. Despite the fact that they already possess a mastery of information technology (IT), they still require someone to mentor them and support them as they grow. In order to practise brewed learning in an English proficiency course, a notion that was developed from a case study research is introduced. The course offered under this approach is specifically designed to fulfil the needs of these millennial students. To fit the 21st century learning style, this idea was created using the analogy of brewing coffee, in which practises were developed in accordance with the many learning outcomes for students in tertiary education. This idea emphasises the special function of a teacher who, in addition to serving as an educator, also serves as a barista, brewing the educational activities that take place inside and outside of the classroom. The Biggs 3P model and the blended learning theory were adopted as the conceptual framework for the creation of this idea. Through the use of the analogy of brewing coffee, the combination of in-person guided activities in the classroom with online activities on Moodle and social media platforms has elegantly moulded the learners' learning experience in the English language and made them better learners.  **Keywords**: Brewed Learning, English Language Teaching, 21st Century Learning, Information Technology, Digital |

1. **Introduction**

Education in the twenty-first century has benefited from the emergence of a wide range of cutting-edge technologies. In the modern world, language learners learn through formal education and informal learning where the resources and platforms are easily accessible online. The ability to have unlimited access to a variety of reading materials, audio, videos, notes, and practices gives students the chance to be autonomous in their own learning.

Many language teachers have employed the blended learning approach to teach the English language over the years and even until today due to its numerous advantages. The effectiveness of the blended learning strategy lies in the ability of students to enhance their learning. Blended learning has been shown to improve learning [1], increase autonomy and motivation in learning [2], [3] and boost learner participation [4] in previous research. The best aspect of face-to-face teaching with online instruction in blended learning settings is that students can progress at their own pace [5], [6]. Blended learning as a transformative pedagogy for equity. The combination also benefits the learners by providing a meaningful learning experience [7] [8], particularly in language learning.

Due to its various benefits and successes in language teaching and learning, the idea of blended learning is expanded to a new concept, known as brewed learning. This new concept custom-made the idea of blending lessons with many other essential elements of learning to cater for the special needs and unique traits of 21st-century learners via the analogy of coffee brewing.

# *“If a child can't learn the way we teach, maybe we should teach the way they learn.”*

*-Ignacio Estrada*

This well-known quotation from Ignacio Estrada implies that educators today are urged to innovate their teaching approach. Today’s educators are encouraged to provide 21st century learners with a quality education based on 21st-century standards. One of them is by embracing the use of technology in the classroom and addressing any other special needs of the learners. It is a must for educators today to integrate technology into their lessons since learners are fully immersed in popular technology [9]. Meeting the demands of students who are digital natives as well as owning various learning styles and multiple intelligences, will help to increase effective learning. Educators are expected to shift their thinking about instruction delivery and the traditional role they play as teachers. Transforming from a "sage on the stage" to more of a facilitator or mentor for each of their students in learning is one of the fundamental concepts of this approach. In brewed learning, the teaching is shifting away from teaching to many, toward teaching to one or each individual student.

The concept of blended learning is not new, nor is the instruction model used. Most, if not all, the low -proficiency learners have approached their teachers and requested independent study or special [10]. Therefore, brewed learning is the proposed solution, which requires educators to modify and be inventive in their teaching style to meet the diverse demands of their learners in the classroom. With the use of brewed learning, educators can tailor their lessons to the needs and learning preferences of the learners.

According to the Merriam-webster dictionary, ‘brewed refers to the act of preparing drinks by steeping, boiling, and fermentation. (Merriam-webster dictionary). Inspiring by the definition, this innovative concept, ‘brewed' refers to the strategies teachers employ to ensure that students receive instruction that promotes their preferred learning style and acquires credit experience outside of the traditional classroom.

In brewed learning, teachers design appropriate activities to be used in their lessons. They customize the learning based on the needs of each class and use different activities for different classes. They can, in a sense, personalize their delivery to each specific class based on the characteristics of each classroom by selecting the more effective activities. This is to suit today’s learners as they are all “native speakers” of the digital language of computers, video games and the Internet. Teachers today are to reconsider the teaching pedagogy and content to be relevant to the current generation of learners.

Refers to the developed learning framework that is concentrated on the tertiary learning process using the 3P's Bigg Model of Teaching and Learning (1996) where Presage, Process, and Product make up the 3Ps. The three P's are tools Biggs uses to relate: (1) presage, which refers to learning characteristics present before the learning engagement; (2) process, which serves as a tool for recording students' learning experiences; and (3) product, which serves as a toolkit for recording all of students' learning outcomes. In **Figure 1**, the Biggs 3P model is displayed.

A close up of a map

Description automatically generated

**Figure 1 : The 3Ps Biggs Model of Teaching and Learning**

According to Biggs, the resulting learning outcomes are intricate and interact with one another. He believes that the system is driven toward a shared set of learning outcomes by both student variables and the teaching situation, and that the overall direction of effects may be depicted by heavy arrows. Biggs further explains that no two lessons or teacher-student interactions are ever exactly alike. According to Biggs, this means that each teacher and each student who participates in the teaching and learning processes will probably come to very different conclusions. Biggs also suggests that every particular institution has an effect on how things are taught and learned. As a result of the interdependence of so many complex variables, any change in one area is likely to have an impact on another [11].

The needs of today's learners, who have prior knowledge, aptitude, and learning motivation, are best served by this model. In order to better meet the diverse needs of the learners in learning the target language, the brewed learning model was developed using the Biggs 3P model of Teaching and Learning. In order to attain the desired learning outcome, the brewed learning strategy helps teachers tailor their instruction to each student's unique learning needs.

1. **Materials and Method**

This concept emerged from one of the major findings of a case study of 12 first-semester religious school leavers in a public university learning English as a second language through a blended approach. Six success factors in teaching an English course for that group of learners were reported as illustrated in **Figure 2**. The researcher coined the concept of brewed learning after considering all the success factors reported in the study and connecting the concepts via the analogy of coffee brewing techniques.

**Figure 2 : The success factors in teaching an English course to a group of 21st century learners**

The concept is inspired by the analogy of coffee which is the preferred drink [12] in many parts of the world. Consuming a perfect cup of coffee in the morning can undeniably set the tone for the rest of the day. There were some people who believe that their day doesn't start until they have their first cup of coffee. Therefore, a cup of coffee here stimulates people to kickstart their day and links it to language learning, there must be something to stimulate learners to learn the language.

To design classes for pupils with different requirements and interests, the coffee analogy is employed. For the learners to have the optimal learning experience, the lessons must be perfectly blended. Based on the various learning outcomes, sets of activities in both face-to-face and online modalities were developed for students in tertiary education. Particularly in tertiary education, where students are expected to be autonomous learners while using the technology they have, special coaching is certainly achievable in the second language classroom. This is because today's students are well-versed in IT. Therefore, as an innovation of a guided teaching approach for educators, the brewed learning concept is advised as being pertinent to the current environment.

1. **Results and Discussion**

The idea behind the suggested ways for teaching today's language learners in the classroom of the twenty-first century is referred to as "brewed learning." It is best to illustrate English language education in the 21st century for 21st century learners utilising basic terminologies and concepts, as in the analogy of making coffee. However, blended learning is unquestionably the greatest strategy to meet the needs of today's learners. In a common blended learning classroom, the teacher serves as a facilitator to speed up the learning process. The role of the teacher in the classroom of the twenty-first century, however, was given a new dimension by teaching English to low-proficiency learners and other special needs. This might be because of their poor English skills, low motivation in learning and need for extra attention and guidance which made them highly dependent on the teacher. With all these nature, brewed learning is the most suitable to be used in achieving the learning objectives and providing the best learning experience to the learners.

3.1 Terminologies of brewed learning

The following **Table 1** is a glossary of terms (Terminologies) commonly used and a detailed explanation of the concept in brewed learning.

**Table 1 : Brewed learning terminologies**

|  |  |
| --- | --- |
| Coffee-Related Terms | Brewed Learning Terms |
| Coffee drinkers | Learner |
| Coffee Barista | Teacher |
| Coffee cup | Human touch |
| Ground coffee | Technological tools |
| Hot water | Continuous practices |
| Milk foam | Motivation |
| Syrup (sugar) | Assessment |
| Whipped cream | Peers/circle of friends |
| Chocolate | Engaging activities (In class & online) |
| Ice cube | Language-rich environment |
| Brew ratio | Ratio of face to face : online |

3.2 Fundamental concepts of brewed learning

a. Teacher as a barista

Being a barista demands a lot of job obligations, therefore it's not exactly a walk in the park. The barista must efficiently operate the coffee maker and learn the recipe in order to make a drink. Additionally, the barista must cordially greet the clients and ascertain their interests in and requirements for coffee. He or she must discuss menu items or make recommendations for anything that might be of interest to them. In brewed learning, the instructor assumes the function of a barista who adapts the lessons to the needs of the students. According to the types of students they have had, the teacher must creatively plan the lessons both inside and outside of the classroom.

b. Learners as coffee drinkers

Needs and preferences vary among different learners. Similar to how coffee drinkers have several preferred coffee beverages, such as Cappuccino, Americano, Espresso, Machiatto, Mocha, and Latte, language learners too have distinct learning styles, including auditory, visual, reading/writing, and kinesthetic.

c. Different learners require different needs

The preparation of the various types of coffee calls for various ingredients. Every learner has a unique demand in terms of education. In the twenty-first century, a one-size-fits-all strategy is likely to be unproductive. Every student is an individual who brings their knowledge and skills to the learning scenario. Each learner is a special, complicated, and diverse being.

3.3 How Brewed Learning Works?

Learners will remember what they have learned for the rest of their lives, not only because they enjoyed the lesson in the classroom. The simplest example of brewed learning would be when an instructor provides learning material with proper content and context, and in the best way via interesting activities for the learner. This is done by using the existing knowledge that the instructor has of the student. The instructor knows and understands how best to brew the lesson that suits the different learning styles and preferences.

To spark students' interest in learning, it is essential to involve them in interactive activities. This may involve the kind of activities (such as games, singing, and role-playing), the duration of the activities, the activities that come thereafter, and the precision with which the activities are described. The same may be stated for the teaching resources that the teachers have chosen. This will be different for each learner because everyone has a different learning style and taste. It involves connecting students and giving them the resources they need to advance their education.

1. **Conclusion**

The brewing learning strategy offers a wide range of distinctive viewpoints to the conventional language classroom. Students are required to use their devices and creativity in their language class activities in front of the teachers when using technology (such as Kahoot, making and watching movies, and other interactive face-to-face activities). Better social and relational skills—which are essential in the 21st century—will be fostered by these different approaches both inside and outside the traditional learning environment.

The method that combines traditional and online learning strengthens the teacher's position as a lesson barista and increases student motivation for language learning, bringing a fresh perspective to the field of language teaching and learning. The student's motivation to study the language has been substantially increased by the range of online and offline (in-class) activities. As a result, students are encouraged to use technology, improve their communication skills, and interact with both their peers and professors. This leads to more relevant teaching and learning experiences overall.

**Acknowledgment**

The author woud like to thank everyone who has been part of this study.

**References**

1. Albiladi, Waheeb S., and Khlood K. Alshareef. "Blended learning in English teaching and learning: A review of the current literature." *Journal of Language Teaching and Research* 10.2 (2019): 232-238.
2. Hajan, Bonjovi Hassan, and Reynold C. Padagas. "Blended learning in a research writing class: Perceptions and experiences from ESL secondary learners." *TESOL International Journal* 103 (2021).
3. Menggo, Sebastianus, and Hieronimus Canggung Darong. "BLENDED LEARNING IN ESL/EFL CLASS." *LLT Journal: A Journal on Language and Language Teaching* 25.1 (2022): 132-148.
4. Kenney, Jane, and Ellen Newcombe. "Adopting a blended learning approach: Challenges encountered and lessons learned in an action research study." *Journal of Asynchronous Learning Networks* 15.1 (2011): 45-57.
5. Asaad Hamza Sheerah, Hebah. "Using blended learning to support the teaching of English as a foreign language." Arab World English Journal (AWEJ) Special Issue on CALL 6 (2020).
6. Kaspar, Mackenzie O’Connor. "Blended learning as a transformative pedagogy for equity." *The English Journal* 107.6 (2018): 54-60.
7. Rahmawati, Fitria. "Investigating Efl Teachers’approaches To Meaningful Learning In Blended-Learning Listening And Speaking Courses." *Indonesian EFL Journal* 8.1 (2022): 91-104.
8. Sari, Fatimah Mulya, and Achmad Yudi Wahyudin. "Undergraduate Students' Perceptions Toward Blended Learning through Instagram in English for Business Class." *International Journal of Language Education* 3.1 (2019): 64-73.
9. Carstens, Kaite J., et al. "Effects of Technology on Student Learning." *Turkish Online Journal of Educational Technology-TOJET* 20.1 (2021): 105-113.
10. Ab Wahab, Nursyuhada, et al. "English For 21st-Century Multilingual Learners (E21mul): A Powerful Teaching Approach Via Brewed Learning." *International Innovation Competition (INNOCOM) 2020 i* (2020): 166.
11. Biggs, John. "Enhancing teaching through constructive alignment." *Higher education* 32.3 (1996): 347-364.
12. Grigg, David. "The worlds of tea and coffee: Patterns of consumption." *GeoJournal* 57.4 (2002): 283-294.