



BLENDED LEARNING AND ITS EFFECTIVENESS FOR LEARNING LANGUAGE

Quroqova Maxsuda Dagar qizi

English teacher of OPS

Abstract

This thesis identifies how blended learning is beneficial for students who want to learn languages productively and better. Blended learning combines two ways of learning, first one is through classroom, second one is with digital tools. The study was conducted in a secondary school by using surveys with 96 students including from 7th grade students to 11th grade ones and interviews with 5 language teachers including 2 Russian language teachers and 3 English language instructors. In this research, it is clear that, when teachers apply blended learning approach in their teaching, students' motivation, their interest, and results can be improved a lot. This approach also strengthens students' skills in language such as, speaking, listening, reading, and writing, as they can practice them not only in the classroom with teachers, but also online with digital tools at their own pace.

Keywords: blended learning, student motivation, digital tools, language learning, technology literacy

Introduction

These days, technology plays an important role in education system, since it provides great opportunities to learn different skills, languages and others. There is one of the most effective approaches available and this one is blended learning approach. This approach includes online learning with traditional classroom. This approach can be more flexible for language classrooms because students can practice learned grammar and vocabulary and other main skills with online platforms, after learning them with their teachers at school. Blended learning



provides students more engaging ways to practice and work on themselves, and it creates an interesting and flexible atmosphere.

Literature review

There are some researchers who conducted studies about blended learning and how it can be helpful for learning in language education.

Garrison and Kanuka (2004) state that “blended learning strengthens the quality of learning, as it combines face-to-face and online teaching. Students can have more control of their learning process” [1; 209].

Graham (2013) point out that “blended learning allows teachers to use online tests, videos, quizzes, and other digital tools to support students while learning language structures and vocabulary” [2; 57].

Means et al. (2010) explain that “students who learn in blended classes often achieve greater results than those who study only online or only in class. These students also can be more active and consistent in their learning process” [3; 102].

These studies indicate that blended learning is both productive and common among students and teachers.

Materials and methods

For the blended learning approach, this research was conducted at a secondary public school in Uzbekistan within 2024-2025 academic years. The main purpose of this research is to identify how blended learning can help and students to learn English as a foreign language.

Participants

There were overall 96 students from 7th grade students to 11th grade students and their ages are between 13 and 17. Also, there were 5 language teachers with 3 or 5 years experiences in their profession.

Data collection

For students, 7 questions were given as a survey form, these questions were about do they have digital literacy, how they use digital tools, what they



enjoy in blended learning, which tools they like a lot, and which skills they developed a lot.

For teachers, interviews were conducted about their experience applying blended learning, the difficulties they come across, and methods and techniques they use in blended learning process.

Digital tools which were used in the classroom: YouTube videos, Kahoot, Jeopardy, Bamboozle, Quizzes, online flashcards, Quizlet, and some mobile apps for their speaking like ELSA Speak.

Analysis and Results

Student survey results:

75 % students said that they learned more productively with blended learning approach rather than just attending traditional lessons. Also, they said it was full of joy and fun, so their results were quite high.

63 % students felt more confident and fluent in their listening and speaking after using digital tools a lot with the teacher explanation.

80 % students said online games, quizzes, and videos helped them a lot to acquire active vocabulary and grammar structures.

Teacher interviews:

Most teachers said that they had lack of digital literacy, so were needed to learn more digital tools and their functions to use them effectively and correctly

They used digital apps and tools to review grammar and introduce new topic-based vocabulary with visuals

They also mentioned blended learning could be more effective for slow and shy learners.

Conclusion and proposals

In this research, it was shown that blended learning is a beneficial and effective approach for learning and teaching languages in schools. It supports students to be more competent and motivated in learning languages, also it develops their skills, and allows teachers to apply more creative tasks and





activities for their students with these digital tools. When online and classroom tasks are interconnected, learners can get more benefit and can get higher results.

Recommendations for schools and teachers

- Schools should provide stable internet connection and enough devices for their language classrooms
- They should invite professional experts in IT and assign them to train their teachers for using digital tools effectively.
- Teachers should integrate both speaking and writing tasks with teacher feedback and online practice.
- Teachers should urge students to create group projects by using digital websites and tools. In this way, students also improve their competence and confidence in using technology.
- Teachers should help students who are struggling in applying digital tools.
- Teachers should check student progress in the classroom and in online tasks.

References

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