BLENDED LEARNING: COMBINING TRADITIONAL AND DIGITAL METHODS IN ENGLISH LANGUAGE TEACHING

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Abstract

This paper explores the integration of blended learning in English Language Teaching (ELT), combining traditional face-to-face instruction with digital tools. The study was conducted in three academic lyceums in Tashkent, where teachers implemented blended approaches using platforms like Moodle, Zoom, and Quizlet. Findings suggest that blended learning improves student engagement, enhances independent learning, and supports differentiated instruction. Despite challenges such as unequal access to technology and the need for teacher training, the results demonstrate the potential of blended learning to enhance the quality of English language education. Recommendations are provided for effective implementation in secondary and higher education contexts.

Keywords: Blended learning, English Language Teaching (ELT), digital tools, traditional instruction, student engagement, educational technology, hybrid teaching.

Introduction

In the 21st century, the rapid integration of technology into education has transformed traditional teaching models. One of the most effective approaches emerging from this shift is **blended learning**, which combines face-to-face instruction with digital tools and online resources. In the context of English Language Teaching (ELT), blended learning provides opportunities for personalized instruction, increased student engagement, and flexible learning

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environments. This paper aims to explore the effectiveness of blended learning in ELT, highlighting its benefits, challenges, and pedagogical implications.

This study employed a **qualitative research methodology**, focusing on three academic lyceums in Tashkent, Uzbekistan. Data were collected through interviews with English language teachers, surveys of 11th-grade students, and classroom observations conducted over a four-week period. During this time, English lessons were delivered using a blended approach—combining traditional classroom instruction with digital platforms such as **Moodle**, **Zoom**, and **Quizlet**. Teachers integrated video lessons, interactive quizzes, and online homework assignments into their curriculum, while students participated in both synchronous and asynchronous activities.

Findings revealed that blended learning significantly enhanced student engagement and independent learning skills. Approximately **80% of students** reported that digital resources—especially video lessons and interactive tasks—helped them better understand grammar and vocabulary. Teachers observed improved participation and increased motivation among learners. They also appreciated the flexibility to differentiate instruction based on student needs. However, several students faced challenges related to internet access and time management in completing online tasks. Teachers also noted that transitioning to blended learning required additional planning and digital training.

The results demonstrate that blended learning can be a powerful tool in English language instruction when implemented effectively. It fosters a **student-centered learning environment**, where learners can work at their own pace, review materials multiple times, and interact with authentic content. Moreover, in-class sessions can focus on communicative activities and collaborative tasks, enhancing speaking and listening skills. Despite its advantages, successful implementation requires addressing issues such as **digital inequality**, **teacher training**, and **curriculum design**. Institutions need to ensure that both students and teachers are equipped with the necessary technological skills and resources. Blended learning offers a dynamic and flexible approach to English Language Teaching that aligns with the demands of modern education. It enhances learning outcomes, promotes autonomy, and supports diverse learning styles. However, for it to be fully effective, educational institutions must invest in infrastructure,

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provide professional development for teachers, and create well-structured blended curricula. With thoughtful implementation, blended learning can significantly improve the quality and accessibility of English language education. Blended learning, which integrates traditional face-to-face instruction with digital technologies, has become a highly effective approach in English language teaching. So, It enhances learner engagement, allows for greater flexibility, and supports individualized learning. By combining the strengths of both traditional and online methods, blended learning helps improve the four key language skills—listening, speaking, reading, and writing—more effectively. It also increases students' motivation, promotes learner autonomy, and allows teachers to deliver more diverse and interactive lessons. Overall, blended learning represents a balanced and innovative teaching model that meets the needs of modern language learners.

Key Information: Advantages:

Flexibility: Learners can access materials anytime and anywhere. Personalization: Content can be tailored to individual learning needs. *Interactivity:* Multimedia tools like videos, quizzes, and games make learning more engaging. *Efficient use of time:* Teachers can optimize in-class time for active learning and communication practice. *Challenges:* Dependence on internet and digital devices. Not all learners have equal access to technology. Teachers may require additional training in digital tools. *Recommended Models for English Teaching:* Flipped Classroom: Learners study theoretical content at home (e.g., grammar videos) and use classroom time for interactive practice. *Rotation Model:* Students rotate between online learning stations and face-to-face activities. Station Rotation: Combines group work, individual online tasks, and teacher-led instruction.

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