

The Efficacy of Blended Learning in Language Acquisition

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ABSTRACT

This article provides information on the concept of blended learning in language learning and education. It presents various opinions, definitions, and types of mixed education from several scientists and researchers. This article highlights the advantages and disadvantages of hybrid learning, aiming to create a comfortable learning experience for language learners. In addition, the article also analyzes the work on blended learning in America, Australia and Uzbekistan.

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I. INTRODUCTION

Nowadays, it is necessary to know many languages. In Uzbekistan, students learn languages at the same time. In this case, Blended learning helps students learn new languages. Blended learning, also known as flipped classroom, hybrid learning, or mixed learning, is a training approach that combines traditional in-person instruction and face-to-face learning with digital, online learning mediums. It integrates face-to-face interactions, such as workshops or classroom sessions, with self-paced e-learning modules, virtual training, or digital resources, offering a flexible and comprehensive learning experience. This hybrid approach allows learners to engage with material collaboratively and independently, making it highly effective for adapting to different learning preferences and enhancing knowledge retention. The development of Internet technologies made it possible to carry out the process of studying and teaching on the Internet. Students can study language and distance learning based on blended learning. This type of education is based on a new approach to alleviate the disadvantages of online education [1].

II. LITERARY REVIEW AND METHODOLOGY

Declan Byrne describes blended learning as “an approach focused on making effective use of rich pedagogical experiences.” This approach can involve various methodologies for presenting information and is based on the use of information technology in organizing education and combining traditional activities both individually and in groups. Such a diverse approach prevents students from becoming fatigued and enhances their motivation to learn. The main goal is to ensure the coherence of selected methodologies and achieve high effectiveness with minimal cost [2]. Also, blended learning requires the physical presence of both the teacher and the student, where the student has some control over elements such as time, place, path, or pace. Hybrid learning is generally divided into several common types, each suited to different learning environments and goals. Here are the main types:

The first one is a **Face-to-Face driver**. In this model, most learning happens in a traditional classroom setting but digital tools are used to supplement the learning process, either in the classroom or for

homework. For example, in most education centers, students are usually taught by using digital tools and traditional methods. The second one is the **Rotation model**. Students rotate between different learning modalities on a scheduled basis. This often includes a mix of online learning, small group work, and individual tutoring. The rotation can happen within a class period or across different days. The third one is the **Flex model**. Online learning is the main component, with students accessing most of their materials digitally. Teachers provide support and guidance in person as needed, helping students who may need extra assistance with specific topics. When it comes to the fourth model, this is **Self-Blend**. This model allows students to take some courses or lessons online while attending traditional classes for others. It's popular for students who want additional learning opportunities outside of their standard curriculum. For instance, this method is used in IELTS and other foreign language courses. Many language centers offer a mixed format. Part of the lesson is online organized and another part is conducted in the classroom. The next model is slightly different from the previous models. This is **Enriched Virtual** model: Students split their time between face-to-face instruction and independent online learning. Unlike the rotation model, the in-person sessions are less frequent and are often used for project-based or collaborative work. Each model varies in its use of technology and face-to-face interaction, allowing educators to choose a style that best fits their teaching goals and the student's needs [3].

III. RESULTS

In blended learning, language learners often achieve better results by combining traditional teaching with online resources. The advantages of this method include:

Firstly, Students can manage their time effectively and complete exercises at their convenience. This allows them to progress at their own learning pace. This helps to increase flexibility.

Active Participation method assists blended learning students to be more engaged, as they actively participate in both online and in-class activities, which enhances language retention.

When it comes to the third benefit, is multifaceted skills. Through online resources, students not only learn the language but also improve their technological skills, which enhances their communicative and technical abilities.

The fourth benefit is that completing exercises on online platforms allows students to receive instant feedback, making the learning process faster and helping them correct mistakes quickly. This is important to get immediate feedback. In the personalized approach method, teachers can monitor students and create individualized lesson plans for each one, making the learning process more effective. Therefore, blended learning offers language learners the opportunity to gain deeper knowledge, strengthen language skills, and progress more quickly[4].

Several studies have been conducted on blended learning in America and Australia. As research on blended learning in America and Australia has shown, this method leads to significant results in language learning. Below are the results achieved in the two countries.

In America, an improved academic performance can be seen: Studies conducted in the United States confirm that students who use the blended learning model show better results than those who study in the traditional teaching method. For example, a study conducted by the "Department of Education" showed that blended learning is more effective than traditional teaching. The findings are based on three years of responses from a national sample of over 1,000 colleges and universities. Additional results are presented from an Eduventures-conducted national survey of 2,033 U.S. adults interested in postsecondary education in the next three years[5].

In Australia, the results are recorded as follows: The first one is engagement and activity. Australian studies show that blended learning engages students. In Australian universities, it has been noted that student engagement has increased by 20-30%, as a result of which students are more interested in attending classes. For example, JCU has an institution-wide curriculum vision aligned to a blended learning approach. Blended learning simply refers to the purposeful combination of face-to-face and online activities. The combination creates a blend that optimises student engagement and the achievement of learning outcomes for particular cohorts. Purposeful decisions put the pieces of the puzzle together in a way that creates an engaging learning journey that leads to student success. The design of the blend will

vary according to intended outcomes, student needs, context, discipline, mode of delivery and whole-of-course considerations[6].

The adaptive approach has worked well in Australia: Australian universities use blended learning to deliver lessons tailored to the needs of students. This method helps to overcome difficulties, taking into account the pace of learning and the individual needs of each student.

Positive Results were recorded after using blended learning. In Australia, blended learning students received higher grades than students in traditional teaching. For example, a study conducted at Macquarie University showed that students who studied with the help of blended learning recorded higher results in language tests. In both countries, the advantages of blended learning are high motivation among students, faster development in language learning, and the use of innovative approaches in teaching [7].

Blended learning has already developed in other countries. For example, in Uzbekistan. These days many Uzbek students achieve high results in international exams such as IELTS and TOEFL. In this place, hybrid learning plays a crucial role. Besides that, speaking clubs and conversation practice sessions organized through online platforms helped improve communication among language learners. Also, students are getting much higher results in listening, speaking, and writing because of interactive lessons.

The results show that opportunities in language learning are expanding and flexible education is developing just like in America. Online platforms are removing barriers to language learning. For example, students living in outlying areas of Uzbekistan are getting quality materials. Students can study at a time and place convenient for them. This method greatly eased the process of language learning for workers and students.

III. DISCUSSION

Scientists have different opinions about blended learning. Garrison and Vaughan : These scholars argue that the main strength of blended learning lies in its balance between traditional learning and digital resources. According to them, through blended learning, the student feels more responsible for his knowledge, because he independently engages in the learning process through online activities. They also mentioned the importance of creating an interactive and multi-format learning environment in the classroom [8]. Graham believes that blended learning is an effective method that creates flexibility and wide opportunities in the learning process. He particularly emphasized that one of the advantages of blended learning is the ability to adapt to the learning pace and needs of each student. His research shows that this method has a positive effect on the learning process of students [9]. Horn and Staker see blended learning as an effective solution in the innovation of the educational process. According to them, blended learning allows learning in an environment enriched with various technological tools, and students will have the opportunity to apply theoretical knowledge in practice. They also noted that with blended learning, the student's interaction with the teacher increases the quality of education [10]. Thorne believes that blended learning brings flexibility to the learning process because it combines different learning methods. This scientist believes that blended learning speeds up the learning process and helps students reach their goals faster [11].

Axmadjon Shukurov discusses the implementation of blended learning in Uzbekistan. "The hybrid learning model develops students' independent learning skills. This will enhance access to modern education, particularly for students in remote areas" [12]. He emphasized that the combination of online and traditional education increases the effectiveness of the educational process. Dildora Toshpo'latova said about blended learning in language learning:" The blended learning model provides a convenient opportunity for independent learning of pronunciation and grammar exercises in language learning. This is especially useful for students who lack practice in learning foreign languages" Many Uzbek pedagogues emphasize the need to ensure equal access to the Internet and technologies for the success of hybrid learning. They emphasize the development of infrastructure, especially in remote areas. However, several shortcomings should not be overlooked. Firstly, there are technical limitations in areas with poor internet quality. Secondly, there are still difficulties in fully mastering technologies for teachers and students. Blended learning has brought significant success in language learning in Uzbekistan, especially by facilitating the use of modern technologies and online resources. At the same time, for the further development of the system, it is necessary to improve the technical infrastructure and introduce

innovative methods more widely.

Taking into account the important advantages of blended learning in language learning, the following points can be made **Independent and Flexible Learning**: blended learning allows students to study on their own time. For example, a student can study grammar independently and pay more attention to practice in class. It encourages independent learning and speeds up the process of language acquisition.

IV. CONCLUSION

As seen in the problems observed language learners often encounter challenges in mastering a new language. Blended learning offers a convenient solution, enabling students to acquire language skills more effectively. It is essential to develop a suitable learning plan that aligns with this hybrid approach. Overall, blended learning presents a modern and accessible educational system for language learners.

Support in Uzbekistan is crucial for enhancing the quality of education and accelerating the acquisition of new language skills. In this context, studying the experiences of developed countries such as the USA and Australia could provide valuable insights.

In conclusion, blended learning has proven to be an effective method for language acquisition. It combines the benefits of traditional face-to-face instruction with the flexibility of online tools and resources. This approach enhances personalization and learner engagement, allowing students to progress at their own pace while still receiving guidance from their teachers. By integrating interactive digital content and collaborative activities, hybrid learning meets diverse learning needs and fosters essential skills such as communication and self-regulation. Blended learning is an effective and flexible approach that meets the needs of modern education for students and teachers.

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