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**INGLIZ TILI O'QITISHDA ARALASH TA'LIM: LUG'AT
O'RGANISHNING TURLI MODELLARI, IMKONIYATLARI VA
NAZARIY ASOSLARI**

Annotatsiya: *Ushbu maqola ingliz tilini o'qitishda aralash ta'lim (blended learning)ning o'rni va xususan, lug'atni o'zlashtirishdagi samaradorligini tahlil qiladi. Tadqiqot "flipped classroom", "hybrid learning" va "station rotation" modellarini ko'rib chiqadi. Natijalar shuni ko'rsatadiki, puxta loyihalashtirilgan aralash ta'lim o'quvchilarning motivatsiyasini, mustaqilligini va faolligini oshiradi, shuningdek, lug'at o'zlashtirish jarayonini tezlashtiradi. Bu jarayonda behavioristik (drill va mashqlar), kognitiv (multimedia asosidagi scaffolding, adaptiv tizimlar) va konstruktivistik (hamkorlik, autentik topshiriqlar) yondashuvlar uyg'unlashgan. Maqola xulosa sifatida, aralash ta'lim ingliz tili ta'limini modernizatsiya qilish va raqamli davrda kommunikativ kompetensiyani shakllantirish uchun nazariy asoslangan va amaliy jihatdan moslashuvchan metodologiya ekanini ko'rsatadi.*

Kalit so'zlar: *aralash ta'lim, ingliz tilini o'qitish, lug'atni o'zlashtirish, flipped classroom, hybrid learning, station rotation.*

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СМЕШАННОЕ ОБУЧЕНИЕ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА: МОДЕЛИ, ПРЕИМУЩЕСТВА И ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ДЛЯ РАСШИРЕНИЯ СЛОВАРНОГО ЗАПАСА

Аннотация: В статье рассматривается роль смешанного обучения (*blended learning, BL*) в преподавании английского языка, с акцентом на усвоение лексики. В исследовании рассматриваются модели «перевернутого класса», «гибридного обучения» и «ротации станций». Результаты показывают, что грамотно разработанное смешанное обучение повышает мотивацию, автономность и активность студентов, а также ускоряет процесс усвоения лексики благодаря сочетанию бихевиористских (*drill* и практические упражнения), когнитивных (мультимедийная поддержка, адаптивные системы) и конструктивистских (коллаборация, аутентичные задания) стратегий. В заключение отмечается, что *BL* представляет собой теоретически обоснованную и практически гибкую методологию, способную модернизировать преподавание английского языка и подготовить обучающихся к коммуникативной компетенции в цифровую эпоху.

Ключевые слова: смешанное обучение, преподавание английского языка, усвоение лексики, *flipped classroom, hybrid learning, station rotation*.

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BLENDED LEARNING IN ENGLISH LANGUAGE TEACHING: MODELS, BENEFITS, AND THEORETICAL FOUNDATIONS FOR VOCABULARY ACQUISITION

Annotation: This article examines the role of blended learning (*BL*) in English Language Teaching (*ELT*) with a focus on vocabulary acquisition. The

study evaluates the effectiveness of blended models such as the flipped classroom, hybrid learning, and station rotation. The findings reveal that well-designed BL improves student motivation, autonomy, and engagement, while also accelerating vocabulary learning through a combination of behaviorist (drill and practice), cognitivist (multimedia scaffolding, adaptive systems), and constructivist (collaboration, authentic tasks) strategies. The article concludes that BL represents a theoretically grounded and practically flexible methodology that can modernize ELT and better prepare learners for communicative competence in a digital age.

Keywords: *blended learning, English Language Teaching, vocabulary acquisition, flipped classroom, hybrid learning, station rotation.*

Introduction

Blended learning (BL) – often called hybrid learning – refers to an educational approach that combines traditional face-to-face instruction with technology-mediated activities in a deliberate, integrated way. In English Language Teaching (ELT), BL has gained prominence since the early 2000s as internet access expanded worldwide. By the mid-2000s, over 70% of universities in regions with strong internet infrastructure (e.g. Europe, North America, Russia, Asia-Pacific) had begun adopting some form of BL in their language programs. There is no single agreed-upon definition of BL; broadly, it means integrating face-to-face lessons with digital tools and content within one curriculum design. For example, Neumeier (2005) defines BL as “*the integration of face-to-face and computer-assisted learning in a single environment*”, while Dudeney and Hockly (2012)¹ describe it as “*a course format in which online and face-to-face teaching elements are combined*”. Tomlinson (2013) similarly characterizes BL in ELT as “*face-to-face lessons integrated with computer technologies (online or offline)*”. Central to these definitions is the intentional blending of classroom interaction

¹ Dudeney, G., & Hockly, N. (2012). *Blended learning in ELT* (Definition and perspective). In B. Tomlinson & C. Whittaker (Eds.), *Blended Learning in ELT: Course Design and Implementation* (pp. 9–14). London: British Council.

(providing immediacy, feedback, and social context) with the flexibility and rich resources of online learning. The overarching goal is to create a more effective learning experience by harnessing the best of both modes.

Methods

This study employed a qualitative literature review and synthesis of empirical research, theoretical articles, and education reports on blended learning in ELT. We reviewed English-language publications from global contexts as well as regional sources from the Commonwealth of Independent States (CIS) and Uzbekistan to capture both worldwide trends and local perspectives. Key search terms included *blended learning*, *hybrid learning*, *English language teaching*, *vocabulary acquisition*, *flipped classroom*, *station rotation*, *learning theories*, *behaviorism*, *cognitivism*, and *constructivism*. We also incorporated findings from the author's dissertation research, which surveyed blended learning implementations in Uzbekistan and neighboring countries.

Results and discussion

Multiple models of blended learning are employed in ELT, each combining face-to-face and online learning in distinct ways. In ELT, the flipped model is widely used to maximize communicative practice in class. Students first learn new content on their own (e.g. by watching a grammar video lecture or reading a text at home), then apply and practice the language in class through activities like discussions, problem-solving tasks, or essay writing based on the pre-learned material. This “*flip*” allows class time to be devoted to higher-order skills and interaction, which is particularly valuable for language learning. For instance, instead of spending class time explaining vocabulary or grammar rules, an English teacher might assign a video or interactive module for homework, and then use the next class for role-plays, debates, or writing exercises using that language. Research indicates the flipped model can improve learner autonomy and

motivation. In a recent Turkish university study, EFL students in a flipped course showed significantly greater self-directed learning habits and higher motivation than those in a traditional class, and they reported more enjoyment of the learning process.

The hybrid (or semi-online) model in ELT involves a systematic reduction of face-to-face hours in favor of online learning. For example, in a university English course that would normally meet twice a week, a hybrid format might meet in-person only once a week, with the equivalent of the second session conducted online via a learning management system (LMS) activities, discussion boards, or virtual classes. Hybrid courses are often measured by the proportion of content delivered online: some define a course as “*blended*” if <45% is online, and “*hybrid*” if between ~45–80% is online. In practice, however, the terminology varies, and *hybrid* is frequently used synonymously with *blended*. The rationale for hybrid models often comes from practical or administrative needs: for instance, to accommodate larger student numbers without needing more classroom space, or to provide flexibility for students with jobs. In ELT programs, hybrid courses allow learners to do certain components (like reading, listening, grammar drills, or writing drafts) independently online, while reserving face-to-face sessions for activities best done in person (like speaking exercises, presentations, or assessments). A common pattern in a hybrid EFL course might be alternating weeks of in-class and online modules, or splitting each week with one campus class and one live webinar or LMS assignment sequence.

The station rotation model brings blended learning into synchronous class sessions by having students rotate through different activity stations, typically including at least one technology-enhanced station. Each station might last ~15 minutes; then students switch, so that by the end of class every group has done all three stations. This model is popular in elementary and secondary settings, where it keeps young learners engaged and allows differentiated support, but it can be used

with adults in language labs or small classes as well. The station rotation model in ELT has several pedagogical benefits. It naturally differentiates instruction: at the teacher station, instructors can give more attention to learners who need extra help or challenge advanced learners with extension tasks.

In summary, the empirical evidence supports that blended learning can match or exceed traditional teaching in effectiveness for ELT, provided the integration is done thoughtfully. Notably, multiple studies caution that BL is not automatically superior to face-to-face teaching – poorly designed BL can even be counterproductive. But when best practices are followed, BL offers a powerful approach to language teaching that leverages multiple modalities to reinforce learning.

Conclusion

In conclusion, blended learning, when grounded in sound pedagogy and adapted to context, offers a rich, effective, and flexible approach to English language teaching. It harmonizes with behaviorist, cognitive, and constructivist theories to provide a more holistic learning experience – one where students can memorize and drill when needed, understand deeply through well-designed content, and actively use the language in social settings. The findings across global and regional studies affirm that BL can improve vocabulary acquisition, language skills, and learner engagement. However, realizing these benefits widely will require addressing challenges like infrastructure gaps and teacher training. The human element – the teacher’s guidance and the learners’ community – remains at the heart of language education even as technology plays a supporting role.

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