

BLENDING LEARNING IN THE TEACHING OF ENGLISH

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Abstract: Blended learning has become one of the most common ways of teaching English as a Foreign Language (EFL). Language) due to its dual component, which combines face-to-face teaching with virtual learning to provide students with a to provide students with a wide range of methodically organised materials and resources. Over the years, teachers and students have changed the way they view this educational process, as new technologies have been technologies have been introduced and teachers have had to propose new ways of working in order to provide materials to complement face-to-face EFL teaching. However, the implementation of a blended course must have a pedagogical basis for each setting in which it is to be developed.

Keywords: Blended learning, face-to-face teaching, methodology, pedagogical basis, virtual learning

Annotatsiya: Aralashtirilgan ta'lim ingliz tilini chet tili (EFL) sifatida o'qitishning eng keng tarqalgan usullaridan biriga aylandi. Til) o'zining ikki tomonlama komponenti tufayli yuzma-yuz o'qitishni virtual ta'lim bilan birlashtirib, talabalarga keng ko'lamli uslubiy tashkil etilgan materiallar va resurslarni taqdim etadi. Yillar davomida o'qituvchilar va talabalar ushbu ta'lim jarayoniga yondashuvlarini o'zgartirdilar, chunki yangi texnologiyalar paydo bo'ldi va o'qituvchilar EFLni yuzma-yuz o'qitishni to'ldirish uchun materiallar bilan ta'minlash uchun ishlashning yangi usullarini o'ylab topishga majbur bo'ldi. Biroq, aralash ta'limni joriy etish, shu bilan birga, aralash kursni amalga oshirish u ishlab chiqiladigan har bir muhit uchun pedagogik asosga ega bo'lishi kerak.

Kalit so'zlar: Aralashtirilgan ta'lim, yuzma-yuz ta'lim, metodologiya, pedagogik asos, virtual ta'lim

Аннотация: Смешанное обучение стало одним из самых распространенных способов преподавания английского языка как иностранного (EFL). Благодаря его двойному компоненту, который сочетает в себе очное преподавание с виртуальным обучением, чтобы предоставить студентам широкий спектр методически организованных материалов и ресурсов. За прошедшие годы преподаватели и студенты изменили свое отношение к этому образовательному процессу, поскольку появились новые технологии, и преподавателям пришлось предложить новые методы работы, чтобы предоставить материалы в дополнение к очному обучению EFL. Однако внедрение смешанного курса должно иметь педагогическую основу для каждой среды, в которой он будет разработан.

Ключевые слова: Смешанное обучение, очное обучение, методология, педагогическая основа, виртуальность обучение

Introduction

The educational process is a daily challenge for many students and teachers. Most of the time they are participants in a 'game' in which they take on different roles; for example, EFL teachers must have to be facilitators, helping students to move through the different stages of learning a foreign language (FL) and make them aware of the importance of the resources around them in order to learning a foreign language. This means that there is not only printed material but also a wide range of technological resources of technological resources, thanks to the invention of the Internet and the technological devices that are which are used all over the world to supplement face-to-face teaching. These are virtual resources such as such as wikis, blogs, podcasts, emails, websites, video links, iPods, third screen devices, etc. which that enhance foreign language learning.

This paper presents an integrative view of blended learning - as it is conceived from different research experiences - and presents some important considerations regarding this pedagogical this pedagogical model. It begins with some accounts of a blended learning model proposed by proposed by Khan (2005), consisting of 8 aspects:

pedagogical, technological, interface design, institutional, ethical institutional, ethical, resource support, management and evaluation. After defining what BL means and implies, we outline some previous research carried out in different countries on BL. We then present some key aspects of BL. Finally, we draw some conclusions and implications and further research on blended learning in EFL.

A blended learning model

In order to address the issue of Blended Learning (BL), we need to refer to some definitions that have been proposed for this type of process. Albrecht (2006, p. 2) states that "BL combines face-to-face classroom instruction with web-based activities". Similarly, Bersin (2004, p. 8) affirms that "blended learning is the combination of different training media (technologies, activities and types of events) to create an optimal training programme for a specific audience". Furthermore, as Bender (2003, p.6) states, "research shows that through BL, students become far more active in their own learning, feel more technologically empowered, and are able to learn anywhere, anytime, in a way that best fits their lifestyle".

Considering the above, in many educational settings, BL is a tool available to students to go beyond the classroom and engage in various interactive activities as an extension of direct instruction. With all the technological resources they have around them, students can learn about different subjects and cultures, surf the Internet and use the technological devices they have access to, such as iPods, iPads, laptops, Mp3s and Mp4s, among others.

When planning blended courses, it is important to consider all the aspects involved. The institutional aspect is the first element that teachers need to consider, as it depends on the institutional policies regarding the curriculum, the design of the material and the administrative and financial areas, administrative and financial aspects. On the one hand, teachers and students have no or very limited access to technological resources and the number of computers is very limited or the bandwidth does not work properly; these EFL teachers and students have to adapt the scarce tools they work with and plan courses that partially meet the course needs.

If teachers have a methodological plan to organise both their face-to-face classes and the online aspect.

According to Dudeney and Hockly (2007), it is important to consider some considerations for pedagogical implementation, such as delivery mode, task design, materials, learner and teacher roles, tutors, assessment and evaluation:

- Delivery mode: teachers and curriculum planners need to consider what percentage of the course will be face-to-face or online, and how and which materials will be delivered using a VLE (Virtual Learning Environment), Internet groups, email, etc. (Dudeney & Hockly, 2007).

- Task design and materials: Blended learning teachers need to consider the type of materials, whether they are tailor-made or existing tools from the internet. It is also important that English teachers planning blended courses provide their students with a wide range of online and face-to-face activities that appeal to their students and are based on a needs analysis carried out at the beginning of the course.

- Teachers - Students: Both are the main participants in the EFL teaching and learning process. When planning BL courses, it is necessary to take into account students' and teachers' familiarity with technology and the roles of both in face-to-face and virtual classes. It is important to consider how much guidance students need from teachers and the students' previous knowledge. In addition, according to Núñez and Téllez (2009, p. 172), "the teaching process is crucial in the search for the development of materials that meet students' learning objectives and styles, preferences and expectations". When students find the appropriate resources and teachers provide them according to students' needs, learners are able to resolve their doubts and answer their own questions. These aspects can promote autonomy because students can monitor their learning process, determine their learning strategies and take responsibility for their own way of acquiring knowledge.

- Assessment and evaluation: Teachers and curriculum planners need to decide whether the course is designed to include formative and summative assessment.

In this respect, teachers need to create coherence between the institutional curriculum, the EFL curriculum and the blended learning approach. BL can be applied to different types of courses offered by the institution through curricular platforms, defined by Ariza (2004) as the basic principles underlying the construction and implementation of a curriculum.

Conclusions

Blended learning is the integration of face-to-face teaching with a virtual component where students have the opportunity to practice beyond what is taught in the classroom. So far, the research carried out in this field has shown that this hybrid learning offers students a lot of materials, resources, offline and online activities, the integration of what they learn in the classroom with what they learn on their own through the use of a virtual platform.

In addition, one of the most highlighted aspects is the fact that students can develop autonomy towards the English learning process. For example, EFL teachers can guide students through the process and also give them extra activities to do on their own; in this way, they are freer to choose what they want to see in a lesson at their own pace.

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