

TEACHERS’ AND STUDENTS’ ATTITUDES TOWARD BLENDED LEARNING IN ENGLISH LANGUAGE EDUCATION

Malika Uroкова

Student of SamSIFL

malikaorogova62@gmail.com

+998908982746

Scientific supervisor: Liliya Iskandarova

Senior teacher of SamSIFL

Abstract: *Blended learning has become a widely adopted instructional model in English language education, combining online digital tools with face-to-face interaction. This article examines how teachers and students perceive blended learning and what factors shape their attitudes. The study highlights the benefits, challenges, and pedagogical implications of blended learning based on recent educational practices. Findings indicate that teachers generally view blended learning as an opportunity to diversify instruction, while students appreciate its flexibility and personalized learning pace. However, limited digital literacy, technological issues, and increased workload for teachers remain significant obstacles. The article concludes by providing recommendations for enhancing blended learning environments to support effective English language teaching.*

Keywords: *blended learning, English language education, teacher attitudes, student attitudes, technology integration, online learning*

The rapid development of digital technologies has transformed traditional language teaching practices. In recent years, blended learning has emerged as a promising model that merges online instruction with classroom interaction. English language teaching (ELT) has especially benefited from this approach, as blended learning allows teachers to use interactive digital platforms, authentic materials, and flexible activities to enhance learners’ engagement. Teachers’ and students’ attitudes play a decisive role in the successful implementation of blended learning. If teachers view the model positively, they are more likely to design effective digital tasks and integrate technologies creatively. Likewise, students’ willingness to participate in online and face-to-face activities influences their academic outcomes. This article explores these attitudes and analyzes the factors that shape them in modern English language classrooms.

1. Teachers' Attitudes Toward Blended Learning. Teachers often perceive blended learning as a meaningful innovation that enriches the teaching process. Several positive attitudes are commonly observed:

1.1. Increased Teaching Efficiency

Teachers appreciate blended learning because it allows them to combine traditional explanation with multimedia tools, such as videos, interactive quizzes, and online discussions. These tools help them teach vocabulary, grammar, and pronunciation more effectively.

1.2. Enhanced Classroom Interaction. Teachers report that blended learning reduces time spent on routine tasks and increases time for communicative activities. Online homework frees classroom time for speaking and collaborative learning.

1.3. Support for Differentiated Instruction

Teachers find it easier to meet individual learners' needs. Students who need more practice can repeat online exercises, while advanced learners can explore extended activities.

However, teachers also face several challenges: Increased preparation time, as creating digital materials requires additional effort. Limited technical skills, which may cause hesitation or fear of making mistakes. Dependence on technology, especially in schools with unstable internet access or limited devices. Despite these issues, the majority of English teachers recognize blended learning as a powerful tool for improving instructional quality.

2. Students' Attitudes Toward Blended Learning. Students generally express positive attitudes toward blended learning, mainly due to the flexibility and autonomy it provides.

2.1. Flexibility and Independent Learning. Students appreciate being able to study at their own pace. They can watch video explanations, repeat exercises, and learn according to their personal schedule, which increases motivation.

2.2. Increased Engagement. Interactive tasks such as quizzes, games, and virtual discussions make learning more enjoyable. Many students report feeling more confident during online activities because they are less afraid of making mistakes.

2.3. Improved Digital Skills. Blended learning helps students develop digital literacy skills, which are essential in modern education and future workplaces.

However, some negative attitudes also exist: Students with poor internet access may feel disadvantaged. Some learners struggle with self-discipline when completing online tasks. Too many platforms or assignments can cause stress and confusion. Overall, students tend to view blended learning as a helpful and modern approach that supports language improvement.

3. Factors Affecting Attitudes Toward Blended Learning.

Both teachers’ and students’ attitudes are shaped by several factors:

Technological readiness: Availability of devices, stable internet, and user-friendly platforms.

Training and support: Professional development for teachers and digital orientation for students.

School environment: Administrative support, classroom facilities, and consistent policies.

Personal motivation: Willingness to use new technologies and adapt to innovative methods.

When these factors are well-developed, blended learning becomes more effective and enjoyable for both parties.

Blended learning has become an integral part of English language education, offering flexibility, innovation, and increased engagement. Teachers generally appreciate the model for its ability to diversify instruction and support individualized learning. Students, in turn, value blended learning for its convenience, interactive tasks, and opportunities for self-paced study. Nevertheless, successful implementation depends on technological resources, teacher training, and students’ digital readiness. To ensure positive attitudes and effective outcomes, schools should invest in digital infrastructure, provide regular professional development, and create clear guidelines for blended learning. When thoughtfully applied, blended learning can significantly enhance English language teaching and support learners’ long-term academic success.

Literature

1. Dziuban, C., Hartman, J., & Moskal, P. (2018). Blended learning: The new normal.
2. Garrison, D. R., & Vaughan, N. D. (2008). Blended Learning in Higher Education.
3. Graham, C. R. (2013). Emerging practice and research in blended learning.
4. Snow, M., & Torpey, M. (2020). Technology-enhanced English language teaching.
5. Tomlinson, B. (2017). Innovations in English language teaching materials.