BLENDED LEARNING MODELS IN TEACHING ENGLISH: THEORETICAL CONCEPTS AND PRACTICAL IMPLEMENTATION

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Abstract; *Blended learning, which combines traditional face-to-face instruction with online learning tools, has become a significant approach in modern English language education. This article explores the theoretical foundations and practical applications of blended learning models in EFL (English as a Foreign Language) classrooms. Grounded in constructivist and connectivist theories, blended learning offers a flexible, learner-centered environment that enhances engagement and improves language acquisition. The study investigates how various blended models—such as the flipped classroom and station rotation—affect intermediate learners' motivation, autonomy, and performance. Findings suggest that successful implementation depends on thoughtful design, technological infrastructure, and teacher preparedness.*

Keywords: *Blended learning, English teaching, EFL, flipped classroom, language instruction, educational technology, learner autonomy.*

In recent years, the integration of digital technologies into education has transformed how languages are taught and learned. One of the most promising instructional approaches to emerge is blended learning—a model that combines the strengths of traditional classroom teaching with the flexibility and interactivity of online learning platforms.

Blended learning in English language education allows teachers to deliver grammar explanations, vocabulary practice, and listening activities through digital means, while classroom time is reserved for interactive, communicative tasks. This approach supports differentiated instruction, encourages student autonomy, and bridges the gap between passive and active learning.

The objective of this paper is to examine the theoretical underpinnings of blended learning in language instruction and to analyze practical strategies for its implementation in English classrooms. It also explores the challenges and benefits faced by both teachers and learners during the transition to blended environments.

Blended learning is rooted in constructivist theor**y**, which posits that learners actively construct knowledge through interaction and experience (Piaget, 1970; Vygotsky, 1978). Online tools such as learning management systems (LMS), video lectures, and digital

quizzes provide opportunities for self-directed exploration and immediate feedback, aligning with these principles.

Connectivism (Siemens, 2005) further supports blended learning, emphasizing that learning occurs across digital and social networks. Platforms like Google Classroom, Edmodo, or Canvas allow learners to engage with both content and peers asynchronously, making learning more continuous and networked.

Several models of blended learning have been proposed and tested in language instruction. The flipped classroom model, where students review lessons at home via video and engage in practice during class, is widely adopted in EFL settings. Other models include rotation, flex, and enriched virtual, each varying in the balance between online and offline components (Horn & Staker, 2015).

Empirical studies (Graham, 2013; Neumeier, 2005) have shown that blended instruction enhances learner engagement, promotes active learning, and improves performance when implemented with clear objectives and support.

This study used a qualitative case study approach to analyze the practical implementation of blended learning models in three English language institutions.

Participants:
- 6 EFL teachers and 90 B1–B2 level learners participated.
- Teachers had at least 2 years of experience using blended learning.

Data Collection Instruments:
- Classroom observations
- Teacher interviews
- Student questionnaires

Procedure:
- Teachers implemented one of the following models over a six-week period:
 a) Flipped classroom
 b) Station rotation
 c) Flex model
- Lessons focused on vocabulary, reading, and speaking skills.
- Students accessed video content, digital quizzes (e.g., Quizlet), and discussion forums outside of class, while in-class sessions were used for collaborative tasks.

Data   Analysis:
Data from interviews and surveys were coded thematically. Observations focused on learner engagement, use of English in tasks, and time-on-task effectiveness.

Teachers reported that blended learning increased the quality of classroom interaction. Since students had reviewed core material beforehand, class time was used more efficiently for group work and communicative practice.

Students expressed that video materials and interactive content (e.g., Kahoot, Edpuzzle) were helpful for revising at their own pace. Many felt more confident participating in class after pre-learning online.

Flipped classroom models showed particularly strong results. Students in those groups demonstrated higher participation in speaking activities and retained more vocabulary in post-unit tests.

Challenges included unequal access to technology at home, initial confusion about how to use online platforms, and the need for teacher training in content creation. Nonetheless, most participants expressed willingness to continue blended learning with improvements in guidance and support.

The findings highlight that blended learning enhances learner autonomy, flexibility, and engagement—key factors in language acquisition. Constructivist principles were evident in how students actively applied pre-learned material during classroom tasks, while connectivist aspects emerged through peer discussions on forums and collaborative tools.

Teachers' roles shifted from content deliverers to facilitators, guiding students through discussions and tasks based on their online preparation. However, the shift also demanded more planning, digital content curation, and monitoring of student progress.

Success depended heavily on institutional infrastructure and support, including reliable internet access and clear guidelines for students. Importantly, teacher digital competence influenced the effectiveness of implementation.

These insights suggest that professional development in digital pedagogy should accompany any blended learning initiative. In addition, schools should consider learner access to devices and digital materials outside of class.

Blended learning offers a balanced approach to English instruction by combining digital flexibility with classroom interaction. When guided by strong pedagogical foundations, it fosters learner engagement, autonomy, and communicative competence.

Effective implementation requires thoughtful model selection, teacher training, and learner support. The flipped classroom and rotation models, in particular, show promise for intermediate learners. As educational technology continues to evolve, blended learning will likely become a cornerstone of modern language teaching.

Future research may focus on longitudinal outcomes of blended instruction and its adaptability for different learner levels and contexts.

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