



THE IMPACT OF BLENDED LEARNING ON STUDENTS' SPEAKING AND LISTENING SKILLS IN ENGLISH CLASSES

Malika Urokova

Student of SamSIFL

malikaorogova62@gmail.com

+998908982746

Scientific supervisor: Liliya Iskandarova

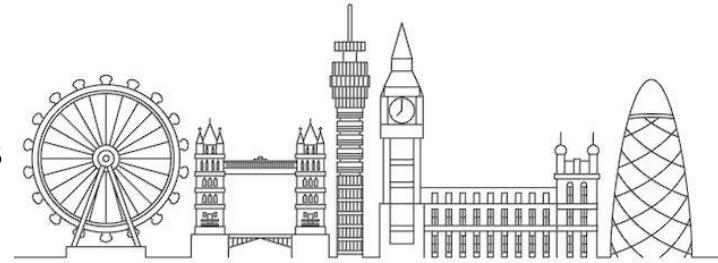
Senior teacher of SamSIFL

Abstract: This article examines how blended learning an instructional model that integrates traditional classroom activities with online educational tools influences the development of students' speaking and listening skills in English classes. The study highlights how technology-enhanced environments help learners become more autonomous, motivated, and actively engaged in real communicative tasks. The article also outlines practical strategies and digital tools that teachers can use to strengthen students' oral proficiency and listening comprehension within a blended learning framework.

Keywords: *blended learning, speaking skills, listening skills, English language teaching, digital tools, online platforms, communicative competence.*

The rapid expansion of digital technologies has significantly transformed the field of education, introducing new approaches that enhance both teaching and learning. One of the most effective and widely adopted models today is blended learning, which combines face-to-face instruction with online components. This approach brings flexibility, personalization, and greater access to resources, particularly in language education. In English language teaching, blended learning is especially beneficial for improving speaking and listening skills. While classroom activities provide opportunities for structured practice, online tools allow learners to engage with authentic materials, interactive tasks, and real-life communication. As a result, learners gain more exposure to the language and can practice at their own pace, making the learning process more effective and meaningful. This article explores the impact of blended learning on students' speaking and listening skills and presents practical recommendations for teachers who wish to implement this approach in their English classes.

1. The Concept of Blended Learning. Blended learning refers to the purposeful integration of face-to-face teaching with online learning materials and digital activities. In this model: Classroom lessons focus on explanations, group discussions, and guided practice. Online sessions offer videos, listening exercises, virtual conversations, quizzes,



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

and other interactive elements. This combination strengthens student engagement and creates an environment where learning continues beyond the classroom.

2. The Role of Blended Learning in Developing Listening Skills Blended learning has a strong positive effect on listening comprehension. Several factors contribute to this:

1. Access to authentic audio materials. Students can listen to real-life conversations through platforms such as BBC Learning English, VOA, and British Council.

2. Flexible repetition. In an online environment, learners can pause, rewind, or replay audio as many times as needed something that is rarely possible in traditional classrooms.

3. Exposure to various accents. Online resources introduce learners to different speaking styles, making them more prepared for real-world communication.

4. Consistent practice beyond the classroom. Teachers can assign listening tasks as homework, ensuring continuous exposure to spoken English.

As a result, students become more confident and accurate listeners, capable of understanding both familiar and unfamiliar content.

3. The Impact of Blended Learning on Speaking Skills. Speaking requires practice, interaction, and opportunities to express ideas freely. Blended learning offers all of these:

a. Online discussions and video conferences. Students can participate in live or recorded conversations, which helps them build confidence and fluency.

b. Audio and video assignment. Learners can record their own speech and send it to the teacher, who then provides feedback.

c. Interactive role-play activities. Digital platforms make it easier to simulate real-life scenarios, encouraging students to use English naturally.

d. Language learning apps. Applications such as Cake, Duolingo, or Speaking support pronunciation and daily speaking practice in an engaging format.

Because of these opportunities, students develop not only accuracy and fluency but also a stronger sense of communicative competence.

4. Motivation and Learner Engagement in Blended Learning. One of the strongest advantages of blended learning is the increase in motivation. Students can:

Learn at their preferred pace

Choose when and where to complete tasks

Engage with visually attractive and interactive digital materials

Track their progress through online assessments and gamified systems

These elements make the learning process more enjoyable and meaningful.

5. Practical Recommendations for Teachers. To implement blended learning effectively, teachers may consider the following: Use a consistent set of listening resources from Oxford, Cambridge, BBC, or VOA. Organize weekly online speaking sessions or discussion boards. Make use of LMS platforms such as Google Classroom, Moodle, or Edmodo. Encourage students to submit audio and video speaking tasks. Include language-learning apps and gamified tools to support independent practice.

These strategies help maintain a balance between structured instruction and independent learning.

In conclusion, blended learning has proven to be a powerful and flexible approach in English language teaching, particularly for improving speaking and listening skills. By combining traditional classroom instruction with online resources, students gain more exposure to the language, develop autonomy, and participate in meaningful communication. This instructional model not only increases learner motivation but also enhances the overall quality of language education. Therefore, blended learning can serve as an effective and modern solution for developing oral communication skills in English classes.

LITERATURE

1. British Council. Teaching English Resources.
2. Cambridge English. Digital Learning Tools for English Classrooms.
3. Garrison, D. R., & Vaughan, N. D. Blended Learning in Higher Education: Framework, Principles, and Guidelines. Jossey-Bass, 2008.
4. Graham, C. R. "Blended Learning Systems: Definition, Current Trends, and Future Directions." Handbook of Blended Learning, 2006.
5. Harmer, J. The Practice of English Language Teaching. Pearson, 2015.
6. Richards, J. C., & Schmidt, R. Longman Dictionary of Language Teaching and Applied Linguistics.
7. Бахтиярова, И. Л. (2022). Обучение Английскому Языку Интерактивными Методами. Central Asian Journal of Literature, Philosophy and Culture, 3(12), 114-118. <https://doi.org/10.51699/cajlp.v3i12.650>