INGLIZ TILI O'RGANUVCHILARINING AKADEMIK LUG'ATNI O'ZLASHTIRISHDA QO'LLAYDIGAN YONDASHUVLARINING TA'SIRINI BAHOLASH

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Annotatsiya: Ushbu tadqiqot oliy ta'limdagi ingliz tili o'quvchilari orasida akademik lug'atni o'zlashtirish samaradorligini oshirishda aralash ta'lim yondashuvining ta'sirini o'rganadi. Sakkiz haftalik kvazi-eksperimentda jami 40 nafar bakalavriat talabalari ishtirok etdi. Tajriba guruhi aralash ta'lim asosida dars oldi, nazorat guruhi esa an'anaviy lug'at mashg'ulotlariga tayanib qoldi. Natijalar tajriba guruhida lug'at bilimining sezilarli darajada ortganini va uzoq muddatli eslab qolish ancha yuqori bo'lganini ko'rsatdi. Kuzatuvlar ham talabalar faolligi, so'zlardan to'g'ri foydalanish va kontekstual anglash kuchayganini ko'rsatdi. Tadqiqot xulosasiga ko'ra, ko'p strategiyali aralash yondashuv lug'atni o'zlashtirish va saqlashda sezilarli natijalar beradi hamda mustaqil o'qishni rivojlantiradi

Kalit so'zlar: aralash ta'lim, akademik lug'at, ingliz tili o'qitish, lug'atni eslab qolish, sun'iy intellekt vositalari, mustaqil o'rganish, oliy ta'lim.

ОЦЕНКА ВЛИЯНИЯ СМЕШАННОГО ПОДХОДА К ОБУЧЕНИЮ НА УСВОЕНИЕ АКАДЕМИЧЕСКОГО СЛОВАРНОГО ЗАПАСА ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК

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Аннотация: В данной статье исследуется эффективность смешанного обучения в развитии академической лексики у студентов, изучающих английский язык в вузе. В восьминедельном квази-эксперименте приняли участие 40 бакалавров, разделённых на экспериментальную группу (смешанное обучение) и контрольную группу (традиционное преподавание). Результаты показали значительные преимущества экспериментальной группы как по приросту словарного запаса, так и по его удержанию. Наблюдения подтвердили более высокую вовлечённость студентов, более точное использование слов и глубокое понимание в контексте. Выводы подчеркивают педагогическую ценность объединения явного и побочного изучения слов, распределённой практики и использования ИИ в смешанном формате. Исследование

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заключает, что многостратегический подход существенно улучшает усвоение и закрепление лексики, а также способствует автономии обучающихся.

Ключевые слова: *смешанное обучение, академическая лексика, преподавание английского языка, удержание слов, искусственный интеллект в ELT, автономия обучающихся, высшее образование.*

EVALUATING THE IMPACT OF A BLENDED LEARNING APPROACH ON ACADEMIC VOCABULARY ACQUISITION AMONG ENGLISH LANGUAGE LEARNERS

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Abstract: *This study investigates the effectiveness of a blended learning approach in enhancing academic vocabulary acquisition among English language learners (ELLs) at the university level. Forty undergraduate students participated in an 8-week quasi-experimental intervention, divided into an experimental group receiving blended instruction and a control group following traditional vocabulary teaching. Findings underscore the pedagogical value of combining explicit and incidental learning, distributed practice, and AI-enhanced tools in a blended environment. The study concludes that a multi-strategy blended approach substantially improves vocabulary acquisition, retention, and learner autonomy.*

Keywords: *blended learning, academic vocabulary, English language teaching, vocabulary retention, artificial intelligence in ELT, learner autonomy, higher education.*

INTRODUCTION

Vocabulary knowledge—particularly academic vocabulary—is a critical component of success in second language academic contexts. Research indicates that both the breadth (number of words known) and depth (richness of understanding) of vocabulary knowledge strongly influence learners' reading comprehension, writing proficiency, and overall ability to engage in academic communication in English. For English language learners (ELLs), acquiring an adequate academic vocabulary is often challenging yet essential for understanding textbooks, lectures, and scholarly texts. Traditionally, vocabulary teaching in English language teaching (ELT) has relied heavily on rote memorization techniques (e.g. word lists and translations). While such techniques can build basic vocabulary knowledge, they often fail to develop deeper understanding or long-term retention of words, and learners may

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struggle to actually use the words in context. This limitation has led educators to seek more effective, interactive and contextualized strategies for vocabulary instruction. Blended learning has emerged as a promising approach to enhance vocabulary acquisition by combining *in-class* instruction with *online* or technology-mediated learning.

METHODS

This study was conducted in an English for Academic Purposes program at a public university. A total of 40 English language learners (N = 40) participated, all of whom were undergraduate students in their first year of study. The participants' ages ranged from 18 to 21, and they were at an intermediate to upper-intermediate English proficiency level (approximately B1–B2 on the CEFR scale). The students were enrolled in two intact class sections of the same academic English course, and these two sections were used to form the experimental and control groups for the study. Each class was taught by the same instructor, ensuring consistency in teaching style and content coverage.

LITERATURE REVIEW

In a blended learning model, face-to-face classroom activities are integrated with online components, leveraging the strengths of each modality. For vocabulary learning, this means students can benefit from direct teacher guidance and collaborative practice in class, while also engaging with digital tools and resources for additional practice outside class. Prior studies in language education suggest that blended or hybrid models can increase learner autonomy and provide more exposure to the target language, potentially leading to better outcomes than traditional classroom instruction alone. Moreover, blended learning aligns well with principles of spaced repetition and distributed practice: vocabulary reviews can be distributed over time via online tools, reinforcing memory according to optimal schedules and mitigating the "forgetting curve".

Another contemporary innovation in ELT is the integration of artificial intelligence (AI) tools, such as large language models (e.g. OpenAI's ChatGPT), into the learning process. These AI tools can generate example sentences, provide definitions or synonyms, and even conduct interactive question-and-answer practice

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with learners. Used thoughtfully, AI can augment vocabulary instruction by offering learners immediate feedback and virtually limitless contextual examples for new words. In a blended learning context, AI-driven tools allow for *individualized practice*: for instance, students can ask a chatbot to create new sentences with a target word or to explain a word's meaning in simpler terms, thereby extending learning beyond the classroom. In this way, technology—including AI, vocabulary learning apps, and online collaboration platforms—supports a more engaging and effective vocabulary learning experience.

RESULTS AND DISCUSSION

Pre-test: Both groups began the study with comparable levels of academic vocabulary knowledge. The mean pre-test score for the experimental group was 42.5% (SD = 12.3), and for the control group Forty percent of items correct on average (mean = 40.8%, SD = 13.1%). An independent t-test confirmed that this small difference was not statistically significant ($t(38) = 0.45$, $p = .655$), indicating that the two groups were essentially equivalent in their knowledge of the target words before instruction. Students on average knew or could guess only a minority of the 60 target academic words at the outset, which is consistent with the selection of less-familiar, higher-level vocabulary for the study.

Immediate Post-test: After the 8-week instructional period, the experimental group showed a clear improvement in vocabulary knowledge relative to the control group. The experimental group's mean post-test score was 81.3% (SD = 10.4%), whereas the control group's mean was 65.7% (SD = 12.0%). In absolute terms, the experimental group knew approximately 49 out of 60 words on average, compared to about 39 out of 60 for the control group after instruction. Both groups did improve from their pre-test levels; however, the gain in the experimental group was substantially larger. The experimental group's mean gain from pre-test to post-test was +38.8 percentage points, more than double the control group's gain of +24.9 points. A mixed ANOVA revealed a significant Group × Time interaction effect ($F_{(1,38)} = 21.5$, $p < .001$), confirming that the improvement in scores over time was significantly greater for the experimental condition. In separate paired t-tests, the pre-to-post gain was highly significant in both groups (experimental: $t(19) = 15.2$, $p <$

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.001; control: $t(19) = 9.8$, $p < .001$), reflecting that even traditional instruction led to some learning. However, an independent t-test on gain scores demonstrated that the experimental group's gains were significantly higher than the control's ($t(38) = 4.64$, $p < .001$, Cohen's $d = 1.46$, a large effect). In practical terms, students who learned vocabulary through the blended multi-strategy approach outperformed those who learned through conventional methods by approximately 15 percentage points on the vocabulary post-test, a considerable margin in educational outcomes. This result supports the hypothesis that a blended approach produces superior vocabulary acquisition.

Delayed Post-test (Retention): Four weeks after the intervention ended, students took an unannounced delayed post-test to examine retention of the vocabulary. The experimental group retained most of their gains, scoring on average 75.5% (SD = 11.2%) on the delayed test. This was only a modest decline (approximately –5.8 points) from their immediate post-test performance. The control group's average score, however, dropped to 54.8% (SD = 13.0%), which is a larger decline (–10.9 points from their immediate post-test). In fact, the control group's delayed test average fell close to their mid-point (barely above 50% of items correct, meaning they lost nearly half of what they had learned). A paired t-test confirmed that the drop in the control group's scores from post-test to delayed test was statistically significant ($t(19) = 4.37$, $p < .001$), indicating considerable forgetting over the one-month period without reinforcement. For the experimental group, the slight decrease was not statistically significant ($t(19) = 1.89$, $p = .073$), suggesting that their knowledge of the words remained fairly robust over time. Importantly, the experimental group continued to significantly outperform the control group on the delayed test ($t(38) = 5.21$, $p < .001$). Thus, not only did the blended-learning students learn more words initially, they also retained them better in the long run. The retention advantage can be attributed to the continuous and multifaceted practice they experienced; even after formal instruction stopped, many experimental students reported that they kept using some of the techniques (like flashcard review or encountering words in reading) on their own, habits likely fostered during the intervention.

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CONCLUSION

In conclusion, this study provides empirical support for the efficacy of a blended learning approach that integrates diverse strategies and technological tools in teaching academic vocabulary to English language learners. The experimental group's impressive gains and retention of new vocabulary underscore how blending direct teaching with meaningful context exposure, retrieval practice, visual learning, and AI-assisted feedback can create an enriched learning environment that caters to various cognitive processes involved in language learning. These findings carry important implications for ELT practitioners and curriculum developers. By adopting blended learning paradigms, educators can harness classroom time for interactive, communicative use of language, while offloading repetitive practice to technological platforms that can often do it more efficiently (and in an engaging manner). The integration of emerging AI tools into language education, as demonstrated, holds promise for providing learners with personalized, immediate feedback and practice opportunities beyond human limitations. However, the human element – the teacher's guidance in orchestrating these various elements and providing strategy instruction – remains crucial. The success of the approach in this study was not due to technology alone, but to the intentional pedagogical design that combined methods in a principled way grounded in second language acquisition theory and research.

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