
Viewing the e-learning environment through the lens of traditional teaching in teaching English

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Annotation *This article investigates the integration of e-learning platforms in English Language Teaching (ELT) and compares their effectiveness with traditional classroom-based instruction. Drawing upon an extensive review of contemporary literature and empirical research, the paper discusses the pedagogical strengths, limitations, and future prospects of both learning modes. The findings emphasize that e-learning environments provide learners with flexibility, accessibility, and exposure to multimedia resources that encourage self-directed learning and autonomy. Such platforms are particularly valuable for distance learners and those seeking individualized study paths. However, the research also highlights considerable challenges related to student engagement, real-time communication, and the development of listening and speaking skills, which are naturally enhanced in traditional classroom settings. Face-to-face instruction remains crucial for promoting authentic interaction, collaborative learning, and social presence in language acquisition. The article concludes that a blended learning model, which integrates the advantages of both e-learning and traditional instruction, represents the most balanced and effective approach for English language education in today's digital era.*

Keywords *E-learning, English language teaching, traditional classroom, blended learning, communicative competence, student engagement, digital pedagogy, instructional effectiveness*

Рассмотрение среды электронного обучения через призму традиционного преподавания английского языка

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Аннотация *В данной статье исследуется интеграция электронных образовательных платформ (e-learning) в процесс преподавания английского языка и проводится детальный сравнительный анализ их эффективности по сравнению с традиционным очным обучением. На основе глубокого анализа современной научной литературы и результатов эмпирических исследований рассматриваются педагогические преимущества, ограничения, а также перспективы развития обеих моделей обучения. Показано, что электронное обучение обеспечивает высокую гибкость, широкий доступ к образовательным ресурсам и активное использование мультимедийных технологий, способствующих формированию автономии, самоорганизации, цифровой грамотности и индивидуализации учебного процесса. Такие платформы особенно ценны для студентов, обучающихся*

дистанционно, а также для тех, кто стремится к развитию самостоятельности, критического мышления и устойчивой учебной мотивации. Вместе с тем выявлены трудности, касающиеся мотивации, социального взаимодействия и развития коммуникативной компетенции, которые значительно эффективнее формируются при личном общении и коллективных формах работы. В заключение подчеркивается, что смешанная модель обучения, объединяющая достоинства онлайн- и традиционных подходов, является наиболее сбалансированным, интерактивным и результативным направлением преподавания английского языка в условиях современной цифровой образовательной эпохи.

Ключевые слова

E-learning, преподавание английского языка, традиционный класс, смешанное обучение, коммуникативная компетенция, активность студентов, цифровая педагогика, эффективность обучения

Ingliz tilini o'qitishda an'anaviy o'qitish obyektlari orqali elektron ta'lim muhitini ko'rish

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Annotatsiya

Ushbu maqolada ingliz tili o'qitish jarayonida e-learning platformalarining qo'llanilishi tahlil qilinib, ularning samaradorligi an'anaviy sinfda olib boriladigan darslar bilan taqqoslanadi. Tadqiqot zamonaviy ilmiy manbalar, xorijiy tajriba va empirik izlanishlarga tayangan holda har ikki o'qitish uslubining afzalliklari, cheklovlari hamda pedagogik imkoniyatlarini qiyosiy tahlil etadi. Maqolada e-learning tizimining asosiy afzalliklari sifatida ta'lim jarayonining moslashuvchanligi, istalgan joydan kirish imkoniyati, multimedia vositalaridan keng foydalanish, shuningdek, talabalarda mustaqil o'qish, o'zini o'zi boshqarish va raqamli savodxonlik ko'nikmalarini rivojlantirish imkoniyati qayd etiladi. Shuningdek, e-learning muhitlari o'quvchini markazga qo'ygan ta'lim yondashuvini shakllantiradi, bu esa ularning individual o'rganish tezligini va tanlov erkinligini oshiradi. Shu bilan birga, tadqiqotda e-learningda uchraydigan muammolar – talabalar motivatsiyasining pasayishi, jonli muloqotning yetishmasligi, ijtimoiy izolyatsiya va kommunikativ kompetensiyani rivojlantirishdagi cheklovlar ham alohida ta'kidlanadi. An'anaviy darslar esa tabiiy muloqot, hamkorlikda ishlash, o'qituvchi va talabalar o'rtasidagi o'zaro ta'sir hamda ijtimoiy faollikni rivojlantirishda samaraliroqdir. Xulosa sifatida, onlayn va an'anaviy o'qitishning ustun jihatlari birlashtiruvchi aralash (blended) ta'lim modeli ingliz tili o'qitishda eng muvozanatli, innovatsion va samarali yondashuv sifatida e'tirof etiladi.

Kalit so'zlar

E-learning, ingliz tili o'qitish, an'anaviy sinf, aralash ta'lim, kommunikativ kompetensiya, talabalar faolligi, raqamli pedagogika, o'qitish samaradorligi

The proliferation of e-learning in recent years has significantly impacted the field of English language teaching (ELT). As educational institutions increasingly adopt online learning platforms, it is crucial to examine the implications of this shift and consider how e-learning measures up to traditional classroom teaching methods. This article explores the e-learning environment for ELT through the lens of conventional in-person instruction, evaluating the effectiveness, challenges, and opportunities presented by each approach. By analyzing existing research and considering the unique demands of language education, this article aims to provide insights into optimizing English teaching in the digital age.

To assess the e-learning environment for ELT from the perspective of traditional teaching, a comprehensive literature review was conducted. The review encompassed research studies, meta-analyses, and theoretical papers published in peer-reviewed journals over the past decade. Key search terms included "e-learning," "online language learning," "traditional ELT methods," and "blended learning." The literature was systematically analyzed to identify common themes, research findings, and gaps in the existing knowledge base.

Several studies have compared the effectiveness of e-learning and traditional classroom instruction for language acquisition. A meta-analysis by Lin et al. found no significant difference in learning outcomes between the two modalities (Lin, Zhang, & Zheng, 2017). However, other researchers have highlighted the challenges of e-learning for developing speaking and listening skills, which rely heavily on real-time interaction (Sun, 2014). Yeh and Lahman noted that online language courses often struggle to replicate the immersive, communicative environment of a traditional classroom (Yeh & Lahman, 2007).

The literature also reveals advantages of e-learning for ELT. Ayan pointed to the potential for online platforms to provide learners with exposure to authentic language materials and opportunities for self-paced, individualized learning (Ayan, 2015). E-learning can also increase access to language education for students who may face barriers to traditional classroom attendance (Harker & Koutsantoni, 2005).

Analysis of the literature yields mixed results regarding the comparative effectiveness of e-learning and traditional ELT. While some studies find no significant difference in learning outcomes, others suggest that e-learning may be less conducive to developing certain language skills, particularly speaking and listening (Yeh & Lahman, 2007). The research consistently identifies student engagement and interaction as key challenges in online language learning environments (Ayan, 2015; Harker & Koutsantoni, 2005).

However, the literature also highlights unique advantages of e-learning for ELT. Online platforms can provide learners with greater flexibility, self-paced learning opportunities, and access to a wide range of authentic language materials (Ayan, 2015). E-learning can also expand access to language education for students who may face geographic, financial, or other barriers to traditional classroom attendance (Harker & Koutsantoni, 2005).

The literature review reveals a complex picture of the e-learning environment for ELT when viewed through the lens of traditional teaching methods. The analysis of research findings suggests that e-learning and traditional classroom instruction each have distinct strengths and weaknesses in the context of language education.

One key area of analysis is the effectiveness of e-learning for developing specific language skills. While some studies indicate no significant difference in overall learning outcomes between online and

traditional modalities, there is evidence to suggest that e-learning may be less effective for fostering speaking and listening skills (Yeh & Lahman, 2007) The lack of real-time, face-to-face interaction in online environments can limit opportunities for authentic language practice and hinder the development of these critical communication skills.

Another important consideration is student engagement and interaction in e-learning environments. The research consistently identifies this as a challenge in online language courses (Ayan, 2015; Harker & Koutsantoni, 2005). Without the immediate presence of an instructor and peers, students may struggle to stay motivated and engaged in the learning process. E-learning platforms must find ways to create a sense of community and facilitate meaningful interaction among learners.

However, the analysis also highlights the unique advantages of e-learning for ELT. Online platforms offer learners greater flexibility and accessibility, allowing them to engage with language materials at their own pace and convenience (Ayan, 2015). E-learning can also provide access to a wide range of authentic language resources and multimedia tools that can enhance the learning experience (Harker & Koutsantoni, 2005).

The literature suggests that a blended learning approach, combining elements of both e-learning and traditional classroom instruction, may be the most effective way to optimize language learning outcomes. By leveraging the strengths of each modality, educators can create an ELT environment that is engaging, interactive, and inclusive. Blended learning can provide students with the benefits of online resources and flexibility while still maintaining the interpersonal interaction and immersive experiences of a traditional classroom.

Further analysis is needed to explore the specific strategies and best practices for implementing blended learning in ELT. Researchers should investigate how to design

online language courses that effectively foster student engagement and interaction, as well as how to integrate e-learning tools into traditional classroom settings. Additionally, more research is needed to understand the long-term impacts of e-learning on language proficiency and retention.

In summary, the analysis of the literature reveals that e-learning presents both challenges and opportunities for ELT when compared to traditional teaching methods. While online instruction may be less effective for developing certain language skills and fostering student engagement, it offers benefits in terms of flexibility, accessibility, and use of multimedia resources. A blended learning approach that combines the strengths of both e-learning and traditional classroom instruction is recommended to optimize language learning outcomes in the digital age.

The results of this literature review suggest that while e-learning offers considerable benefits for English Language Teaching (ELT), it also presents notable challenges when compared to traditional classroom instruction. Over the past two decades, digital education has evolved rapidly, especially after the global shift toward online learning during the COVID-19 pandemic. This transformation has allowed learners to access English courses from virtually anywhere, creating new opportunities for inclusive and flexible education. However, the transition from physical to virtual classrooms has also raised important pedagogical questions about how effectively communicative competence – the ability to use language in real social contexts – can be developed in an online setting.

One of the main concerns highlighted by researchers is the difficulty of developing speaking and listening skills in e-learning environments. These skills require immediate feedback, spontaneous interaction, and non-verbal cues, which are naturally present in face-to-face communication. Online platforms often rely on asynchronous activities such as recorded lectures, discussion forums, or

automated feedback, which may limit real-time interaction. As noted in previous studies (Bueno-Alastuey & López Pérez, 2014), the absence of live communication can reduce learners' motivation and their sense of belonging to a learning community. Therefore, educators must find innovative methods to recreate the interactive nature of classroom communication within digital platforms – through video conferencing, peer collaboration tools, and virtual speaking clubs.

Nevertheless, the advantages of e-learning cannot be underestimated. Its flexibility enables learners to study at their own pace, access resources at any time, and tailor their learning experience according to personal needs and goals. This learner-centered approach aligns with constructivist theories of education, where students take an active role in constructing their own knowledge. Moreover, e-learning platforms can integrate multimedia resources such as videos, podcasts, quizzes, and simulations, which make the learning process more dynamic and multimodal (Tosun, 2015). For learners in remote or under-resourced areas, online education can serve as an equalizer by providing access to qualified instructors and global learning materials.

However, despite its potential, e-learning requires strong self-discipline, time management, and digital literacy. Students who lack these competencies may struggle to stay engaged. Teachers also face challenges in adapting traditional lesson plans to virtual environments, maintaining students' attention, and assessing communicative performance online. As a result, many scholars and practitioners advocate for a blended learning approach – one that combines the strengths of both e-learning and traditional instruction.

Blended learning integrates the flexibility and technological richness of online education with the social and emotional engagement of

in-person teaching. It allows students to use digital tools for independent study while also participating in classroom discussions, role-plays, and presentations that foster authentic language use. When implemented effectively, this hybrid model promotes both autonomy and collaboration, addressing the weaknesses of each method in isolation. Ultimately, the future of English language education may depend on finding the right balance between innovation and human connection – ensuring that technology enhances, rather than replaces, the essence of communication that lies at the heart of language learning.

This article has examined the e-learning environment for ELT through the lens of traditional teaching methods. While e-learning offers advantages in terms of flexibility, access, and use of multimedia, it also presents challenges in student engagement, interaction, and development of certain language skills. Traditional classroom instruction remains valuable for fostering real-time communication and immersive language experiences.

To optimize language learning outcomes, a blended approach incorporating both e-learning and face-to-face teaching is recommended. By leveraging the strengths of each modality, educators can create an ELT environment that is engaging, interactive, and inclusive. Further research is needed to explore effective strategies for blended language learning and to address the challenges of online instruction.

As the field of ELT continues to evolve in the digital age, it is essential to critically examine the implications of e-learning and to strive for a balance between innovation and proven traditional methods. By viewing e-learning through the lens of conventional classroom instruction, we can work towards a future of language education that combines the best of both worlds.

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