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Methodological and organizational aspects of implementing various models of blended learning in foreign language higher education

Blended learning has become a central trend in the modernization of higher education. However, implementation in foreign language instruction continues to face methodological and organizational challenges. While international studies provide valuable insights, empirical evidence from Kazakhstan context is limited. The purpose of this study was to examine methodological and organizational aspects of blended learning in foreign language in three universities in Shymkent. The research employed a descriptive–correlational design within a quantitative framework. Data were collected in August 2025 through an online survey administered via Google Forms. The sample consisted of 52 foreign language teachers. Data analysis involved reliability testing (Cronbach's α), descriptive statistics, Spearman's rank correlation, and the Mann–Whitney U test. The findings indicated that instructors generally perceive blended learning positively, especially in methodological and prospective aspects, while organizational barriers linked to resources and technology persist. Correlation analysis highlighted the key role of pedagogical design in shaping instructors' readiness to adopt blended learning, with organizational support also emerging as an essential factor for sustainability. The study concludes that the successful integration of blended learning in foreign language higher education requires the alignment of high-quality methodological design with adequate institutional and technical support.

Keywords: blended learning, foreign language education, methodological aspects, organizational aspects, pedagogical design, instructor perceptions, higher education.

Introduction

In recent years, blended learning (BL) has become a key direction in the modernization of higher education. It is wide-spread in the field of foreign language instruction. In the context of digitalization and the need to ensure flexible educational trajectories, BL is regarded as an effective model combining traditional forms of teaching with digital technologies. International experience demonstrates that such approaches increase student motivation, allow for the consideration of individual learning needs. Also, it strengthens the development of communicative skills.

The active expansion of BL began during the COVID-19 pandemic, which accelerated the integration of digital technologies into higher education and highlighted the relevance of such models that promote learner autonomy and higher-order skills. However, if autonomy is not supported by appropriate pedagogical guidance, it may result in learning difficulties. In addition, a tendency among students to rely excessively on digital tools. Recent studies indicate that with proper organization the integration of digital assistants such as Chat Generative Pre-trained Transformer (ChatGPT) the effectiveness of blended learning significantly increases [1].

At the same time, great attention is being paid to e-learning systems, which are widely adopted in universities. Their problem is student's engagement that not always ensuring. For example, research on Moodle has identified the importance of "flow," which mediates engagement and the perceived usability of the system. Balancing digital tools thus becomes a crucial task for instructors: enhancing the flow effect improves learning outcomes but may reduce the sustainability of long-term platform use [2].

Specific models such as Flipped Classroom and blended learning have gained the widest adoption. However, several studies indicate that Flipped Classroom has limitations when working with heterogeneous student groups and does not always ensure a sufficient level of inclusivity [3]. In the context of post-pandemic education, there is a growing demand for methodologically sound design that combines a diversity of materials, enhanced interaction, and a gradual increase in task complexity.

Practical studies conducted at the Kazakh National Research Technical University named after K.I. Satpayev (Almaty), demonstrated the high effectiveness of the "flipped classroom" model [4]. Thorough preparation for the experiment showed that this format is capable not only of successfully addressing current educational tasks but also of possessing significant potential for further improvement of the learning process.

At the same time, the implementation of BL is impossible without the readiness and motivation of instructors. Research confirms that both intrinsic and extrinsic factors influence faculty decisions to adopt BL, whereas teaching load, contrary to expectations, does not play a decisive role. Accounting for these factors is essential for the successful organizational integration of blended learning models [5].

Methodological aspects also play a central role. Previous analyses of student engagement in various activities (online discussions, question-and-answer sessions with instructors) show that cognitive and emotional engagement are directly dependent on the content of the assignments and the instructor's role. In other words, pedagogical design plays a key role [6]. Similar results have been observed in teacher training: the use of blended learning promotes positive attitudes toward learning, although technical issues still limit the effectiveness of these models [7].

The effectiveness of blended learning is demonstrated by the quality of its implementation. This is confirmed by practical data from Astana IT University, where an experiment involving 285 first-year students (aged 16–18) demonstrated a significant improvement in English proficiency after the introduction of blended learning. Based on this, the following conclusions are drawn: blended learning improves academic outcomes and benefits both students and faculty [8]. Comparable results are confirmed by the practice of foreign universities: the use of LMS platforms, such as Open eClass, when properly organized, facilitates the successful integration of online and offline components [9].

Contemporary trends associated with the development of the OER (open educational resources) movement are worth considering. Their primary function is to increase accessibility and stimulate innovation in blended learning. Experience shows that the use of OER is positively perceived by students and allows for the implementation of new forms of assessment [10]. As demonstrated by higher education institutions, the transition to blended learning requires strategic planning and integration into existing pedagogical practices. All of this, taken together, underscores the need to create comprehensive educational ecosystems [11].

Blended learning has already gained particular importance in foreign language teaching. For example, a study of Chinese students found that the components of the "Community of Inquiry" concept (teacher, cognitive, and social presence) directly impacted students' attitudes toward shared reading. The study demonstrated the effectiveness of the chosen methodology for successfully implementing blended learning in the in-depth study of English as a foreign language [12].

Finally, the effectiveness of blended learning is linked to three key aspects: accessibility, academic achievement, and students' perceptions of their learning environment. A comparative analysis confirms that the results of blended learning are comparable to those of traditional formats, which in turn demonstrates the future of this model as inextricably linked to the development of information and communication technologies [13].

Thus, an analysis of international and domestic literature demonstrates the high potential of blended learning, while simultaneously identifying a number of challenges: differences in the quality of implementation, technical barriers, limited readiness of students and teachers, and the need for support within the walls of higher education institutions.

The research gap lies in the fact that, despite the abundance of international studies, there is still a lack of empirical data in the region on how various models of blended learning are implemented in the university, particularly in the context of foreign language teaching. Especially, what methodological and organizational barriers teachers face.

The purpose of this study is to examine the methodological and organizational aspects of implementing blended learning models in foreign language higher education.

To achieve this purpose, the following objectives were formulated: to describe the experiences of instructors engaged in the educational process; to identify the most commonly applied models of blended learning; to assess the perception of these models and the existing barriers; to determine the prospects for the further development of blended learning in the university environment.

As the basis for this research, a survey was conducted among university teachers, the results of which made it possible to comprehensively assess both the extent of blended learning application and the attitudes toward it.

Materials and Methods

The study employed a descriptive–correlational design within a quantitative approach. The primary method was an online survey of instructors administered through a questionnaire in Google Forms. This online format ensured easy access for respondents, standardized data collection, and automatic export of results for further analysis. Data collection took place in August 2025.

The study sample consisted of 52 foreign language instructors from three universities in Shymkent: The Central Asian Innovation University, O. Zhanibekov South Kazakhstan Pedagogical University, and Tashenev University. The inclusion criteria were teaching experience in programs with blended learning components, at least one year of work experience in higher education, and voluntary consent to participate. Most respondents had between three and seven years of experience (55.8 %), with a notable share having more than 15 years (15.4 %). In terms of academic position, the sample comprised mainly lecturers (59.6 %) and senior lecturers (40.4 %). Sampling followed a convenience strategy with elements of snowball recruitment through departments and faculties.

The questionnaire was structured into six sections (Table 1) and included both closed-ended questions (with single- or multiple-choice responses) and statements assessed on a six-point Likert scale, ranging from "Мүлдем келіспеймін / Strongly Disagree" (1) to "Толық келісемін / Strongly Agree" (6).

Table 1

Structure of the Questionnaire

Section of the questionnaire	Content	Number of items/ questions	Examples	Theoretical / literature basis
General Information	Teaching experience, academic position, institution	3	Your teaching experience in higher education; Your current academic position	Descriptive variables
Introduction to Blended Learning Models	Models of BL applied	1 (multiple choice)	Flipped Classroom, Rotation Model, Flex Model	BL models taxonomy [3], [4]
Experience and Awareness	Knowledge and experience with BL	4	I am familiar with different models of BL; I feel confident in integrating digital platforms	Teacher readiness and self-efficacy in BL [5], [6]
Methodological Aspects	Influence of BL on skill development	6	BL enhances students' listening/reading/writing/speaking skills; Online components increase motivation	Pedagogical design, engagement, skill development in BL [6], [8], [12]
Organizational Aspects	Resources and administrative support	5	The university provides adequate technical resources; Technical problems hinder effectiveness	Institutional support, infrastructure, technical barriers [5], [7], [9]
Evaluation and Prospects	General evaluation and prospects	5	Overall, BL improves quality of teaching; I plan to expand the use of BL	Attitudes toward BL, future adoption, sustainability [10], [11], [13]

Note. The questionnaire was developed by the authors and is grounded in the analysis of previous research on blended learning. The sections of the questionnaire correspond to the main methodological and organizational issues identified in the literature.

Thus, the survey covered both methodological and organizational aspects of blended learning implementation, making it possible to identify teachers' experiences, also the models used, their perceptions of effectiveness and existing barriers. The reliability analysis showed that the scale had a high level of internal

consistency (Cronbach's α = 0.922, N = 20). This indicates that the items can be combined into overall indices for further analysis.

The quantitative analysis included descriptive statistics of frequencies and proportions for the key variables: teaching experience with blended learning, methodological aspects, organizational aspects, and prospects. To identify relationships between the indices, Spearman's rank correlation was employed. The comparison of perceptions of blended learning between lecturers and senior lecturers was conducted using the Mann–Whitney U test.

The methodology has several limitations. First, the sample was a convenience sample limited to a specific region, which reduces the generalizability of the results. Second, self-reporting may have influenced the reliability of the data due to the effect of socially desirable responses. Third, the predominance of the Flipped Classroom model in respondents' practice may have affected perceptions of the diversity of blended learning models.

Results and Discussion

The distribution of responses regarding the use of blended learning models revealed a clear preference among instructors (Fig. 1). The Flipped Classroom emerged as the dominant approach, reported by 37 respondents (71.2 %). This finding indicates that teachers in the studied universities overwhelmingly favor this model, likely due to its practicality, flexibility, and capacity to combine independent student preparation with in-class application.

The predominance of the Flipped Classroom model may be explained by its relative methodological simplicity and adaptability to existing curricula. In a regional university context, this model allows instructors to introduce digital components without fundamentally restructuring the course, which reduces resistance to change and methodological risks.

Other models were applied much less frequently: The Flex Model was used by 6 respondents (11.5 %), the Rotation Model by 5 respondents (9.6 %), and the Enriched Virtual Model by 1 respondent (1.9 %). The A La Carte Model and the traditional mode of teaching were reported only occasionally, showing minimal adoption.

This uneven distribution indicates that, although blended learning is implemented, it is mainly represented by one dominant model, while other approaches are applied much less frequently.

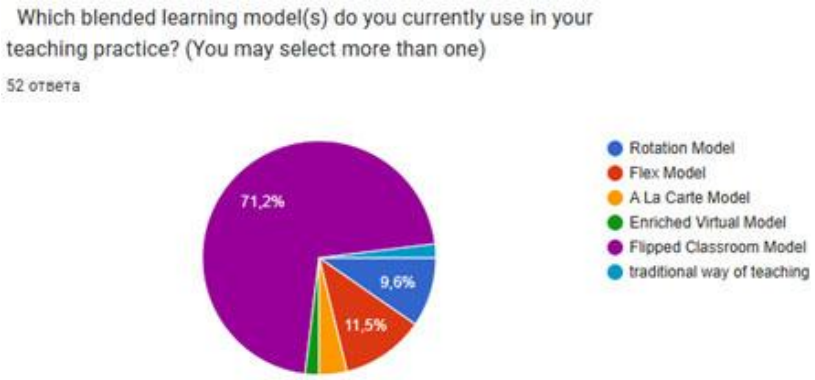

Figure 1. Reported use of blended learning models by respondents

Based on the survey results, participant responses (n = 52) were aggregated into four blocks reflecting key aspects of blended learning perception: teaching experience with blended learning, methodological aspects, organizational aspects, and prospects for BL implementation. For each of the four indices, means and standard deviations were calculated (Table 2). The results show that teaching experience has a mean value of 4.89 (SD = 0.56), reflecting a relatively high level of involvement and confidence of instructors in using BL. The methodological index was the highest (M = 4.94; SD = 0.51), indicating a positive evaluation of BL's impact on language skill development and student motivation. The organizational index was somewhat lower (M = 4.77; SD = 0.60), which may indicate challenges related to resources and technical conditions. The prospective index also showed a high value (M = 4.94; SD = 0.58), confirming the overall positive attitude of teachers towards the further development and expansion of blended learning practices.

The lower organizational index may reflect the fact that positive attitudes toward blended learning are not necessarily supported by sufficient institutional resources. Instructors' motivation alone appears insufficient to sustain blended learning.

Table 2

Descriptive statistics for blended learning perception indices (N = 52)

Index	Mean (M)	Standard Deviation (SD)
Experience with blended learning	4,89	0,56
Methodological aspects	4,94	0,51
Organizational aspects	4,77	0,60
Prospects for BL implementation	4,94	0,58

To identify the relationships between teaching experience, perceptions of methodological and organizational aspects of blended learning, and the assessment of its future application, Spearman's rank correlation analysis was conducted. This method was chosen because the data were collected using a Likert scale and thus have an ordinal nature, making rank-based coefficients more appropriate than parametric alternatives. The analysis allowed us not only to establish the presence of associations but also to assess their relative strength.

The results revealed a consistent pattern of significant positive correlations between the main variables (Table 3). Experience teaching with blended learning was positively associated with the perception of methodological aspects ($\rho = 0.537$, $p < 0.001$), organizational aspects ($\rho = 0.456$, $p = 0.001$), and the prospective index ($\rho = 0.291$, $p = 0.036$). A positive relationship was also found between the methodological and organizational indices ($\rho = 0.464$, $p = 0.001$). The strongest correlation was observed between methodological aspects and the prospective index ($\rho = 0.583$, $p < 0.001$), highlighting the central role of pedagogical design in shaping teachers' readiness for the further adoption of blended learning. Furthermore, the significant association between organizational conditions and prospective attitudes underscores the importance of institutional resources and support in sustaining this readiness.

The strong relationship between methodological perceptions and future adoption suggests that teachers' readiness to adopt blended learning is driven primarily by their direct pedagogical experience rather than by external requirements.

Table 3

Interpretation of correlations (Spearman's ρ, n = 52)

Pair of variables	ρ Spearman	Significance (p)	Strength of association	Interpretation
Teaching experience Methodological index	0.537**	<0.001	Strong	More experienced teachers rate methodological aspects of BL higher
Teaching experience Organizational index	0.456**	0.001	Moderate–strong	Experienced teachers perceive organizational conditions more positively
Teaching experience Prospective index	0.291*	0.036	Moderate	Longer teaching experience is linked with greater readiness to expand BL use
Methodological Organizational indices	0.464**	0.001	Moderate–strong	Perceptions of methodological and organizational aspects are interrelated

Continuation of Table 3

Pair of variables	ρ Spearman	Significance (p)	Strength of association	Interpretation
Methodological Prospective index	0.583**	<0.001	Strong	Methodological benefits are directly related to readiness to adopt BL
Organizational Prospective index	0.427**	0.002	Moderate	Organizational support increases willingness to develop BL further

Note. *p<0.05; **p<0.01(two-tailed). Strength criteria: ρ ≈ 0.1 — weak; ρ ≈ 0.3 — moderate; ρ ≥ 0.5 — strong.

Taken together, these findings confirm that teachers' perceptions of blended learning are shaped by both individual and contextual factors. While teaching experience contributes to greater confidence in using BL, the interplay of methodological quality and organizational support determines long-term adoption prospects. These results are consistent with international studies that emphasize the dual role of pedagogical design and institutional infrastructure in ensuring the successful implementation of blended learning.

To examine whether there were differences between lecturers (n = 31) and senior lecturers (n = 21) across the four indices, the Mann–Whitney U test for independent samples was applied (Table 4). The analysis revealed no statistically significant differences in any of the cases: teaching experience with blended learning (U = 333.0, p = 0.880), methodological aspect (U = 333.0, p = 0.879), organizational aspect (U = 272.0, p = 0.282), and future use of BL (U = 298.5, p = 0.595). This finding indicates that academic position (lecturer vs. senior lecturer) does not significantly influence views on methodological or organizational conditions, nor attitudes about the future development of blended learning.

Table 4

Comparison by academic position (Mann–Whitney U test)

Index	U	Z	p (two-tailed)	Result
Teaching experience with BL	333.0	0.151	0.880	No difference
Methodological aspect	333.0	0.152	0.879	No difference
Organizational aspect	272.0	–1.076	0.282	No difference
Prospective application of BL	298.5	–0.531	0.595	No difference

Note: In addition to the U value, SPSS provides the standardized test statistic (Z), which allows comparison of observed differences with a normal distribution. In this case, Z values ranged from –1.076 to 0.152, corresponding to p > 0.05, thus confirming the absence of statistically significant differences between lecturers and senior lecturers.

The results of this study are consistent with international research, which indicates that the implementation of blended learning models is generally perceived positively by teachers, particularly in relation to methodological aspects and prospects [3, 6]. High values of the methodological and prospective indices (M ≈ 4.9) indicate that teachers recognize the significant potential of blended learning for improving students' language skills and motivation. These results are consistent with previous research [8], which emphasized the key role of instructional design in enhancing student engagement and their learning success.

At the same time, the relatively low organizational index (M = 4.77) indicates that technical barriers and resource limitations remain obstacles to the implementation of blended learning. Similar issues have been noted in other studies, where organizational and technical conditions are often identified as a "weak point" in the implementation of blended learning models [7, 9].

Correlation analysis highlighted the perception of methodological advantages and strongly linked them to faculty willingness to expand blended learning practices (ρ = 0.583, p < 0.001). This reflects the quality of

the development of educational materials and is a decisive factor for implementation in higher education institutions. We also noted the development of a stable, positive attitude among faculty toward the blended learning format. Moreover, the positive relationship between teaching experience and ratings of methodological and organizational aspects suggests that professional experience fosters a more mature understanding of the potential of blended learning.

A comparison between faculty and senior faculty revealed no significant differences across the four indicators. Therefore, teaching experience does not significantly influence perceptions of blended learning. This suggests a relatively even distribution of competencies and readiness to use blended models among faculty across different categories. Unlike the findings of Ibrahim and Nath [5], where motivational factors varied by rank and workload, our results do not indicate such differences, which may reflect the specific characteristics of the local context in Shymkent.

In sum, this study demonstrates that the critical conditions for the successful development of BL are instructional design, organizational support, and accumulated teaching experience. Nevertheless, persistent technical barriers and limited institutional resources require targeted attention at the level of university policy. Strengthening infrastructural capacity, expanding faculty training programs, and encouraging the use of diverse BL models should be prioritized, in line with global trends [10, 11].

Conclusion

The study revealed that university instructors generally hold positive attitudes toward the use of blended learning models, emphasizing their methodological value and potential for future development. Nevertheless, certain organizational barriers remain, primarily related to resources and technical conditions. These findings highlight the need for a comprehensive approach to BL implementation, one that incorporates both instructional design and institutional support.

The results demonstrate the successful implementation of blended learning models in the development of educational materials. The pedagogical value lies in well-structured assignments, diverse forms of learning activities, and a gradual increase in task complexity. However, all this is impossible without staff willingness to expand blended learning practices and higher levels of student engagement. At the same time, a lower organizational index indicates the need to invest in technical resources and digital support. This includes LMS platforms, reliable internet access, and technical support services.

The practical significance of this study lies in its potential to inform the development of comprehensive blended learning integration strategies for universities. The positive correlation between teaching experience and faculty confidence underscores the importance of professional development programs. These programs enhance teaching skills and competencies in blended learning, and the versatility of such programs ensures equal access to material of all faculty. In the context of language education, the combination of traditional teaching methods with digital resources (open educational resources, interactive assignments, and online platforms) appears particularly effective for developing key language skills and enhancing student motivation.

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Шет тіліндегі жоғары білім беруде аралас оқытудың әртүрлі үлгілерін іске асырудың әдістемелік және ұйымдастырушылық аспектілері

Аралас оқыту қазіргі жоғары білім беруді жаңғыртудың негізгі үрдістерінің біріне айналды, алайда оны шет тілін оқытуда іске асыру әдістемелік және ұйымдастырушылық қиындықтарға тап болуда. Халықаралық зерттеулер құнды нәтижелер бергенімен, Орталық Азия контексіндегі эмпирикалық деректер шектеулі болып отыр. Зерттеудің мақсаты — Шымкент қаласындағы үш университетте шет тілін оқытуда аралас оқытуды енгізудің әдістемелік және ұйымдастырушылық аспектілерін талдау. Зерттеу сипаттамалық–корреляциялық дизайн аясында сандық тәсілге сүйене отырып жүргізілді. Деректер 2025 жылдың тамыз айында *Google Forms* платформасында жасалған онлайн сауалнама арқылы жиналды. Іріктеуге 52 шет тілі оқытушысы қатысты. Мәліметтер талдауды, сенімділікті тексеруді (Кронбах α), сипаттамалық статистиканы, Спирменнің рангілік корреляциясын және Манн–Уитни U критерийін қамтыды. Нәтижелер оқытушылардың аралас оқытуға жалпы оң көзқараста екенін көрсетті, әсіресе оның әдістемелік және перспективалық аспектілері тұрғысынан, дегенмен ресурстар мен технологияларға байланысты ұйымдастырушылық кедергілер әлі де бар. Корреляциялық талдау педагогикалық дизайнның аралас оқытуды қабылдауға оқытушылардың дайындық деңгейін қалыптастырудағы шешуші рөлін айқындады, сондай-ақ ұйымдық қолдау тұрақтылық үшін маңызды фактор ретінде анықталды. Зерттеу қорытындысы бойынша, шет тілін оқытуда аралас оқытуды сәтті интеграциялау сапалы әдістемелік жобалау мен жеткілікті институционалдық және техникалық қолдаудың үйлесімін қажет етеді.

Кілт сөздер: аралас оқыту, шет тілі білім беру, әдістемелік аспектілер, ұйымдастырушылық аспектілер, педагогикалық дизайн, оқытушылардың қабылдауы, жоғары білім.

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Методические и организационные аспекты реализации различных моделей смешанного обучения в иноязычном высшем образовании

Смешанное обучение стало ключевым направлением модернизации высшего образования, однако его внедрение в преподавание иностранных языков по-прежнему сталкивается с методическими и организационными трудностями. Несмотря на то, что международные исследования дают ценные результаты, эмпирические данные в контексте Центральной Азии остаются ограниченными. Целью данного исследования был анализ методических и организационных аспектов внедрения смешанного обучения в преподавание иностранных языков в трёх университетах города Шымкент, Казахстан. Исследование было выполнено в рамках описательно–корреляционного дизайна с использованием количественного подхода. Сбор данных проводился в августе 2025 года посредством онлайн-опроса через платформу Google Forms. В выборку вошли 52 преподавателя иностранных языков. Анализ данных включал проверку надежности (α Кронбаха), описательную статистику, корреляционный анализ Спирмена и U-

критерий Манна–Уитни. Результаты показали, что преподаватели в целом положительно воспринимают смешанное обучение, особенно его методические и перспективные аспекты, хотя сохраняются организационные барьеры, связанные с ресурсами и технологиями. Корреляционный анализ подчеркнул ключевую роль педагогического дизайна в формировании готовности преподавателей к использованию смешанного обучения, при этом организационная поддержка также выявлена как важный фактор устойчивости. В исследовании сделан вывод, что успешная интеграция смешанного обучения в преподавание иностранных языков требует сочетания качественного методического проектирования с достаточной институциональной и технической поддержкой.

Ключевые слова: смешанное обучение, иноязычное образование, методические аспекты, организационные аспекты, педагогический дизайн, восприятие преподавателей, высшее образование.

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