Modern American Journal of Linguistics, Education, and Pedagogy
ISSN (E): 3067-7874
Volume 2, Issue 4, April, 2026
Website: usajournals.org

USING BLENDED LEARNING TO DEVELOP STUDENTS' SPEAKING SKILLS AT LEVEL B1

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Abstract
This article examines using blended learning to develop students' speaking skills at level b1. It conceptualizes speech competence as a complex construct emerging from the interaction of cognitive, linguistic, and affective mechanisms underlying language acquisition and use. Drawing on key theories, including working memory, speech production models, and cognitive load theory, the study highlights the role of cognitive processing (attention, working memory, and conceptualization) in shaping fluency and coherence in oral communication.

Keywords: Speech competence, psycholinguistic factors, B1 level, cognitive processing, working memory, lexical competence, mental lexicon, speech planning, discourse organization, communicative competence, language acquisition, affective factors

Introduction

The mixture of digital and traditional approaches in teaching a foreign language, often referred to as a blended learning or hybrid learning model, combines the best of both worlds: the time-tested methods of traditional language teaching and the advantages offered by digital technologies [3, 4, 5, 6, 7]. This approach leverages the strengths of face-to-face instruction and digital tools to create a more flexible, dynamic, and effective learning environment.

While traditional methods can be effective in developing certain language skills, especially grammar and reading comprehension, they may fall short when it comes to promoting fluency, conversational skills, and practical language use. These approaches require active teacher involvement and often rely heavily on memorization and repetition [8, 9, 10, 11, 12]. However, they can still be valuable,

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particularly in more formal or structured learning environments where a solid foundation in grammar and vocabulary is important.

Learning centers offer more individual oral practice, making them more effective for actual speaking skill within a traditional framework (e.g., drills, dialogues, recitations). If the goal is oral competence, a combination of school instruction for structure and learning center support for speaking practice often yields the best results even within traditional methodology [13, 14, 15, 16].

When it comes to digital technology, it has revolutionized language teaching, making it more interactive, accessible, and personalized. By integrating various digital tools, educators can offer a more holistic and engaging approach to language learning that goes beyond the limits of traditional methods. As the digital landscape continues to evolve, so too will the ways in which foreign languages are taught and learned, opening up even more innovative possibilities for students around the world.

Pedagogical experimental and testing works were carried out on the basis of the experimental and testing program of pedagogical opportunities for the development of speech competencies of secondary school students in educational centers, developed by educational centers. Pedagogical experimental and testing works were organized and carried out in the Everest educational centers of Tashkent, Namangan and Samarkand in the 2023-2024, 2024-2025 academic years at the diagnostic and predictive, organizational-preparatory, practical and generalizing stages.

At the organizational and preparatory stage of the pedagogical experiment, the pedagogical experiment sites and participants, a description of the pedagogical process were determined, methodological and organizational support was developed. The results of the pedagogical experiment were recorded in the form of a questionnaire, preliminary and final tests, and the results of the development of speech competencies of secondary school students in educational centers were recorded. In the process of the pedagogical experiment, a questionnaire, test, and methodology were tested in order to determine the state of development of speech competencies of secondary school students in educational centers.

In the 2023-2024 academic year a total of 360 students were assigned to the experimental groups and 360 students to the control groups for the pedagogical

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experimental study. The participants were 10th-11th grade students from the Everest Educational Centers in the cities of Tashkent, Namangan, and Samarkand The results of these indicators in the experimental tests were obtained and compared. Results of the experimental and control groups in the experimental tests in the 2023-2024 academic year on the Kahoot!, Flipgrid, Padlet and Voki programs (look at the table 3.6):

Results of the experimental and control groups in the experimental tests in the 2023-2024 academic year on the Kahoot!, Flipgrid, Padlet and Voki programs

Educational centers	Criteria	Groups	number of students	Excellent	Good	Satisfactory	Unsatisfactory
Everest Training Center Tashkent	Kahoot!	**EG**	120	32	47	34	7
		CG	120	17	23	75	5
	Flipgrid	**EG**	120	34	47	37	2
		CG	120	16	27	72	5
	Padlet	**EG**	120	32	47	38	3
		CG	120	15	25	75	5
	Voki	**EG**	120	34	46	38	2
		CG	120	16	26	74	4
Everest Training Center Samarkand	Kahoot!	**EG**	120	30	45	42	3
		CG	120	15	23	77	5
	Flipgrid	**EG**	120	31	44	42	3
		CG	120	15	24	76	5
	Padlet	**EG**	120	30	45	41	4
		CG	120	16	25	70	9
	Voki	**EG**	120	32	45	40	3
		CG	120	17	24	73	6
Everest Training Center Namangan	Kahoot!	**EG**	120	31	42	44	3
		CG	120	15	21	78	6
	Flipgrid	**EG**	120	30	46	41	3
		CG	120	15	23	74	8
	Padlet	**EG**	120	31	44	42	3
		CG	120	15	23	75	7
	Voki	**EG**	120	32	44	42	2
		CG	120	18	24	71	7
All Everest Training Centers	Kahoot!	**EG**	360	93	134	120	13
		CG	360	47	67	230	16
	Flipgrid	**EG**	360	95	137	120	8
		CG	360	46	74	222	18
	Padlet	**EG**	360	93	136	121	10
		CG	360	46	73	220	21
	Voki	**EG**	360	98	135	120	7
		CG	360	51	74	218	17

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According to the results obtained:

In the 2023-2024 academic year, the Excellent level of mastery of the Kahoot! Program in the experimental and control groups, respectively, was 25.8% in the experimental groups and 13.1% in the control groups, which was 12.8% compared to the control groups in the experimental groups, while the Good level of mastery was 37.2% in the experimental groups and 18.6% in the control groups, with an increase of 18.6% in the difference between them, the Satisfactory level of mastery was 33.3% and 63.9%, respectively, with a decrease of 30.6% in the experimental groups compared to the control groups, and the Unsatisfactory level of mastery was 3.6% and 4.4%, respectively, with a decrease of 0.8% in the experimental groups compared to the control groups.

According to the Flipgrid program, the Excellent level of mastery was 26.4% in the experimental groups and 12.8% in the control groups, which was 13.6% more than the control groups. The Good level of mastery was 38.1% in the experimental groups and 20.6% in the control groups, which was an increase of 17.5%. The Satisfactory level of mastery was 33.3% and 61.7%, respectively, which was a decrease of 28.3% in the experimental groups compared to the control groups. The Unsatisfactory level of mastery was 2.2% and 5.0%, respectively, which was a decrease of 2.8% in the experimental groups compared to the control groups.

The Excellent level of mastery of the Padlet program was 25.8% in the experimental groups and 12.8% in the control groups, which was 13.1% more than the control groups. The Good level of mastery was 37.8% in the experimental groups and 20.3% in the control groups, which was an increase of 17.5%. The Satisfactory level of mastery was 33.6% and 61.1%, respectively, which was a decrease of 27.5% in the experimental groups compared to the control groups. The Unsatisfactory level of mastery was 2.8% and 5.8%, respectively, which was a decrease of 3.1% in the experimental groups compared to the control groups.

According to the Voki program, the Excellent level of mastery was 27.2% in the experimental groups and 14.2% in the control groups, which was 13.1% more than the control groups in the experimental groups. The Good level of mastery was 37.5% in the experimental groups and 20.6% in the control groups, with an

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increase of 16.9%. The Satisfactory level of mastery was 33.3% and 60.6%, respectively, with a decrease of 27.2% in the experimental groups compared to the control groups, and the Unsatisfactory level of mastery was 1.9% and 4.7%, respectively, with a decrease of 2.8% in the experimental groups compared to the control groups.

Results of the experimental and control groups on the Flipped Classroom model and The Rotation model in the 2023-2024 academic year

Educational centers	Criteria	Groups	Number of students	Excellent	Good	Satisfactory	Unsatisfactory
Everest Training Center Tashkent	Flipped Classroom	**EG**	120	31	45	42	2
		CG	120	16	21	77	6
	Rotation	**EG**	120	32	44	42	2
		CG	120	16	22	77	5
Everest Training Center Samarkand	Flipped Classroom	**EG**	120	33	45	40	2
		CG	120	16	23	75	6
	Rotation	**EG**	120	32	44	41	3
		CG	120	15	21	77	7
Everest Training Center Namangan	Flipped Classroom	**EG**	120	33	42	43	2
		CG	120	16	21	77	6
	Rotation	**EG**	120	32	46	41	1
		CG	120	16	23	77	4
All Everest Training Centers	Flipped Classroom	**EG**	360	97	132	125	6
		CG	360	48	65	229	18
	Rotation	**EG**	360	96	134	124	6
		CG	360	47	66	231	16

According to the results of the experimental and control groups in the 2023-2024 academic year, the students of the experimental group under the Flipped Classroom model and The Rotation model:

The Excellent level of mastery according to the Flipped Classroom criterion was observed to be 26.9% in the experimental groups and 13.3% in the control groups, which is 13.6% compared to the control groups in the experimental groups, while

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the Good level of mastery was observed to be 36.7% in the experimental groups and 18.1% in the control groups, with an increase of 18.6% in the difference between them, the Satisfactory level of mastery was 34.7% and 63.6%, respectively, in the experimental groups, a decrease of 28.9% compared to the control groups, and the unsatisfactory level of mastery was observed to be 1.7% and 5.0%, respectively, in the experimental groups compared to the control groups A decrease of 3.3% was observed.

According to the rotation criterion, the Excellent level of mastery was 26.7% in the experimental groups and 13.1% in the control groups, which was 13.6% more than the control groups. The Good level of mastery was 37.2% in the experimental groups and 18.3% in the control groups, with an increase of 18.9%. The Satisfactory level of mastery was 34.4% and 64.2%, respectively, which was a decrease of 29.7% in the experimental groups compared to the control groups. The Unsatisfactory level of mastery was 1.7% and 4.4%, respectively, which was a decrease of 2.8% in the experimental groups compared to the control groups.

In conclusion, the statistical findings presented in article provide strong empirical evidence supporting the hypothesis that digital technology-based lessons and blended learning classroom models significantly improve the development of communicative competences in secondary school students in learning centers. The integration of innovative digital tools with student-centered pedagogical models created an effective learning environment that encourages active learning, collaboration, and sustained language practice.

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