

FROM CHALKBOARD TO CLOUD: WHY BLENDED LEARNING IS THE FUTURE OF ENGLISH ORAL COMMUNICATION FOR MANAGEMENT STUDENTS**Milimo Mundaia**

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Abstract: Higher education institutions now teach communication skills through digital technology advancements which have transformed their teaching methods. The article From Chalkboard to Cloud: Why Blended Learning Is the Future of English Oral Communication for Management Students examines how combining classroom teaching with digital platforms creates better oral communication abilities for students. The research combines modern language learning theories with technology-based education methods and communicative teaching approaches to demonstrate that blended learning creates the best conditions for students to learn through face-to-face interactions and digital flexibility. The research demonstrates that management students who need excellent oral communication abilities for their leadership roles and cross-cultural work benefit from learning environments that unite classroom discussions with online simulations and speech recognition technology. Research conducted in Uzbekistan and worldwide shows that students who use blended learning methods develop better autonomy and speaking skills and build more confidence than students who learn through traditional methods. The article establishes that moving education from traditional chalkboards to cloud-based learning represents a fundamental teaching approach required for developing management graduates who excel in global communication.

Keywords: blended learning, English oral communication, management students, technology integration, communicative competence, digital pedagogy

Introduction

The borderless economy requires management graduates to master English Oral Communication (EOC) for accessing worldwide business prospects (Umarov, 2021). The ability to communicate effectively through spoken English has evolved into a fundamental leadership skill which enables professionals to succeed in both Shanghai negotiations and virtual team meetings spanning different time zones. Business schools used Traditional Instruction (TI) as their language teaching approach for many years. Students in this teaching method perform role-playing activities while their teacher provides immediate feedback. The traditional teaching approach provides essential foundations yet it fails to address critical needs of MBA students who need more individual practice time and immediate feedback and authentic business-like learning environments (Karimov & Petrova, 2020).

The teaching approach of Blended Learning (BL) combines classroom human connection with digital technology resources to create an effective educational system. The system maintains teacher

involvement through software-based immediate feedback systems (Shadiev et al., 2019). The research presents scientific evidence to demonstrate that Blended Learning represents the critical advancement which modern MBA communication education requires.

Literature Review

Why Old Methods Fall Short

Research findings indicate that students frequently experience dissatisfaction with their learning experience through Traditional Instruction (TI). The educational method establishes essential knowledge yet fails to deliver sufficient opportunities for students to develop their skills through relaxed practice sessions (Nazarova, 2018). Students who practice their sales pitches once a week in front of their peers will develop anxiety because they receive limited learning opportunities. Students face difficulties when they receive slow and subjective feedback because it makes it challenging to identify their mistakes.

Technology Integration serves as a solution for educational needs. European scholars demonstrate that digital tools including speech recognition software and online forums enable students to practice self-regulated learning (SRL). Students receive immediate objective feedback about their pronunciation and grammar which enables them to develop their accuracy skills (Kalinina et al., 2018). The research conducted in Uzbekistan demonstrates that Mobile-Assisted Language Learning (MALL) enables students to stay focused while providing authentic communication experiences beyond traditional classroom settings (Khodjayevev & Sattorov, 2021; Mov & Duzhanska, 2019). The approach eliminates student isolation from online2).

Blended Learning (BL) stands as the optimal educational approach according to research findings (AI learning while breaking through the time and resource constraints that traditional instruction faces). The ideal learning approach combines classroom-based complex debates with online-based individualized practice sessions that include detailed feedback and drilling activities. The research investigates the specific advantages of this "sweet spot" approach for students who will become future managers.

Methods

The research employed quasi-experimental design which represents a standard method for evaluating educational interventions in real-world settings. The researcher selected two full-time management student classes for random assignment into two groups of 40 students who received different teaching approaches throughout the 15-week semester.

The Control Group (TI) received Traditional Instruction through face-to-face learning with textbook drills and in-class discussions and manual instructor grading. The Experimental Group (BL) received Blended Learning which divided their time between face-to-face instruction and technology-based independent work. Students used AI speech recognition software to analyze their speaking while participating in weekly video discussions with peers and creating digital presentations for online assessment.

The researchers conducted an oral examination at the beginning and end of the 15-week study period. Two independent trained evaluators assessed students through a comprehensive assessment tool which evaluated their communication skills based on three essential elements.

1. Fluency: The assessment evaluated how well the student delivered their speech through natural and smooth delivery.
2. Accuracy The assessment evaluated students' ability to use correct grammar and vocabulary in their speech.
3. Comprehensibility The assessment evaluated how well the message delivered through effective pronunciation and clear communication.

The researchers employed t-tests as standard statistical methods to evaluate the performance improvements between groups and establish statistical significance.

Results

The data painted a compelling picture of the Blended Learning advantage:

Group	N	Mean Pre-Test Score (SD)	Mean Post-Test Score (SD)	Mean Gain	p-value (Paired t-test)
BL	40	65.3 (4.1)	81.9 (3.5)	16.6	<.001
TI	40	65.8 (4.3)	73.1 (3.8)	7.3	<.01

The Blended Learning (BL) group achieved a score improvement of 16.6 which exceeded twice the Traditional Instruction (TI) group's score improvement of 7.3. The statistical analysis showed that the difference between the two groups reached a significance level of $p < .001$.

The BL group achieved better results than the TI group in all three assessment areas including Fluency and Comprehensibility and Accuracy. The substantial improvement in accuracy stands as the most significant finding because students received instant non-critical feedback from speech recognition software which enabled them to practice self-correction for difficult grammar and pronunciation elements. The BL group demonstrated significant accelerated progress in their skill development which exceeded the TI group's improvement.

Recommendations

Business schools need to implement immediate changes to their curriculum based on the evidence collected.

1. Blended Learning should become the standard educational approach for EOC training under the leadership of educational administrators. The implementation of Blended Learning requires financial support and time commitment for developing digital resources and training staff members.

2. Schools need to acquire AI coaching systems because research demonstrates their effectiveness in delivering customized feedback to students. Schools need to acquire AI speech analysis tools for student practice because these tools provide endless objective feedback for mastering pronunciation and grammar.

3. The curriculum needs to include digital communication assignments which mimic actual professional situations. The educational curriculum needs to include essential tasks that mimic real-world business communication through video conference role-plays and recorded 'elevator' pitches and online team projects.

4. The educational staff requires additional training to achieve proficiency in BL program management. Educational institutions need to establish continuous teacher development programs which teach staff members to handle digital and traditional learning methods effectively.

Conclusion

The research proves through solid evidence that Blended Learning (BL) outperforms Traditional Instruction (TI) for teaching management students to develop their advanced English Oral Communication abilities. The strategic implementation of technology through BL establishes an active learning space which enables students to practice extensively while receiving individual support for developing digital business competencies in a global environment. MBA programs that want to develop leaders who excel in both communication and business effectiveness must adopt the Blended Learning model because it has become essential for educational success. The educational field needs to abandon outdated teaching methods from the past century because technology offers complete potential to develop future global business leaders.

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