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### **Abstract**

Speaking is a core productive skill in second language acquisition and plays a decisive role in developing communicative competence. Despite its importance, many language learners experience difficulties in speaking due to psychological barriers, limited lexical resources, and lack of structured practice. This paper investigates effective methods for teaching speaking skills in EFL/ESL contexts. It adopts a qualitative-descriptive approach based on literature analysis and classroom-based pedagogical observations. The study focuses on communicative activities, role-play, task-based learning, discussion, and presentation techniques as key instructional strategies. Findings indicate that learner-centered and interaction-driven methods significantly enhance fluency, accuracy, and learner confidence. The paper concludes that integrating structured speaking activities with continuous feedback leads to more effective language learning outcomes.

**Keywords:** speaking skills, communicative competence, task-based learning, ESL, fluency, interaction

### **Introduction**

Speaking is one of the most essential skills in language learning, as it enables learners to express thoughts, negotiate meaning, and participate in real-life communication. However, speaking is often considered the most challenging skill to develop due to its spontaneous nature and the cognitive demands involved in real-time language processing.

Traditional language teaching methods often focused on grammar memorization and translation, leaving limited space for oral production. In contrast, modern approaches emphasize communicative competence, where speaking is developed through interaction, meaning-focused tasks, and authentic communication.

This paper aims to explore effective methods for teaching speaking skills and to analyze their pedagogical effectiveness in improving learner performance.

### **Literature Review**

Communicative Language Teaching (CLT) forms the theoretical foundation of modern speaking instruction. According to Harmer (2007), learners acquire speaking competence more effectively when they are engaged in meaningful communication rather than mechanical drills.

Thornbury (2005) emphasizes that fluency development requires repeated exposure to speaking opportunities in low-anxiety environments. Similarly, Ur (1996) identifies participation, motivation, and interaction as key factors in successful speaking development.

Richards and Rodgers (2014) argue that task-based and communicative approaches allow learners to use language as a tool for real communication rather than focusing solely on form. Brown (2004) further highlights the importance of feedback and assessment in shaping learners' oral performance.

Recent pedagogical research also supports collaborative learning strategies. Abduraxmanova et al. (2023) emphasize that interactive tasks and communicative activities enhance students' ability to engage in meaningful discourse, especially in multicultural learning environments.

### **Methodology**

This study employs a qualitative research design based on literature analysis, classroom observation, and pedagogical evaluation of speaking instruction techniques. The focus is placed on identifying which instructional strategies most effectively enhance fluency, accuracy, and learner confidence. Data interpretation is based on thematic analysis of teaching practices.

### **Teaching Methods for Speaking Development**

#### **Communicative Activities**

Communicative activities are central to modern speaking instruction. They involve meaningful exchanges of information between learners. Examples include interviews, information-gap tasks, and problem-solving discussions. These activities encourage spontaneous speech production and increase learner engagement.

#### **Role-Play Method**

Role-play involves simulating real-life situations such as shopping, traveling, or medical consultations. It reduces anxiety, increases creativity, and improves vocabulary use in contextualized communication.

#### **Task-Based Learning**

Task-Based Learning focuses on completing meaningful tasks using the target language. Learners are required to solve problems, plan activities, or complete group projects, which promotes natural language use and fluency development.

### **Discussion-Based Learning**

Discussion activities allow learners to express opinions and develop critical thinking skills. Proper scaffolding is necessary to ensure equal participation and meaningful interaction among students.

### **Presentation Method**

Presentations develop academic speaking skills, coherence, and confidence. Although challenging for beginners, repeated practice significantly improves fluency and public speaking ability.

### **Role of the Teacher**

The teacher acts as a facilitator, guide, and feedback provider. Responsibilities include designing communicative tasks, monitoring student interaction, encouraging participation, and creating a supportive learning environment.

### **Assessment of Speaking Skills**

#### **Formative Assessment**

Formative assessment includes observation, peer feedback, and oral monitoring during classroom activities. It helps track learner progress and identify weaknesses.

#### **Summative Assessment**

Summative assessment evaluates overall speaking performance through oral exams, structured interviews, and presentations.

#### **Assessment Criteria**

Speaking performance is typically assessed based on fluency, accuracy, pronunciation, coherence, and interaction ability.

### **Challenges in Teaching Speaking**

Common challenges include speaking anxiety, limited vocabulary, unequal participation in group activities, and lack of authentic speaking opportunities. These challenges require supportive teaching strategies and gradual task progression.

### **Conclusion**

Speaking instruction is most effective when based on communicative, interactive, and learner-centered approaches. Methods such as role-play, task-based learning, discussion, and presentations significantly improve learners' speaking competence. Continuous feedback and structured practice are essential for developing fluency, accuracy, and confidence.

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