



## TEACHING SPEAKING SKILLS TO ENGLISH LANGUAGE LEARNERS

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### ANNOTATION

Speaking is one of the most essential and challenging skills in English language learning. For many English language learners, the ability to speak fluently and accurately determines their success in academic, professional, and social contexts. Despite its importance, speaking is often neglected or insufficiently practiced in traditional language classrooms, where greater emphasis is placed on grammar and reading. This article explores the theoretical foundations, challenges, and effective strategies for teaching speaking skills to English language learners. It highlights communicative approaches, classroom techniques, the role of interaction, and the impact of technology in enhancing speaking competence. The article also discusses the teacher's role in creating a supportive learning environment and offers pedagogical recommendations for improving learners' oral proficiency.

### АННОТАЦИЯ

Устная коммуникация - один из важнейших и сложных навыков в изучении английского языка. Для многих изучающих английский язык умение бегло говорить имеет решающее значение для их успеха в академической, профессиональной и социальной сферах. Несмотря на свою важность, устная



коммуникация часто игнорируется или недостаточно практикуется в традиционных языковых классах, где больше внимания уделяется грамматике и чтению. В этой статье рассматриваются теоретические основы, проблемы и эффективные стратегии обучения навыкам устной коммуникации изучающих английский язык. В ней освещаются коммуникативные подходы, методы работы в классе, роль взаимодействия и влияние технологий на улучшение навыков устной коммуникации. В статье также обсуждается роль учителя в создании благоприятной учебной среды и предлагаются педагогические рекомендации по улучшению устной коммуникации студентов.

### ANNOTATSIYA

Og'zaki muloqot ingliz tilini o'rganishda eng muhim va murakkab ko'nikmalardan biridir. Ko'pgina ingliz tilini o'rganuvchilar uchun raxonlik akademik, professional va ijtimoiy muhitda muvaffaqiyatga erishish uchun juda muhimdir. Muhimligiga qaramay, og'zaki muloqot ko'pincha grammatika va o'qishga ko'proq e'tibor qaratiladigan an'anaviy til sinflarida e'tibordan chetda qoladi yoki yetarlicha qo'llanilmaydi. Ushbu maqolada ingliz tilini o'rganuvchilarga og'zaki muloqot ko'nikmalarini o'rgatishning nazariy asoslari, qiyinchiliklari va samarali strategiyalari ko'rib chiqiladi. Unda kommunikativ yondashuvlar, sinf amaliyotlari, o'zaro ta'sirning roli va texnologiyalarning og'zaki muloqot ko'nikmalarini yaxshilashga ta'siri ta'kidlangan. Maqolada shuningdek, o'qituvchining qo'llab-quvvatlovchi o'quv muhitini yaratishdagi roli muhokama qilinadi va o'quvchilarning og'zaki muloqotini yaxshilash bo'yicha pedagogik tavsiyalar beriladi.

**Keyword:** Speaking skills, English language learners, communicative competence, oral proficiency, fluency, accuracy, interaction, pronunciation, classroom activities, motivation, language anxiety

**Ключевые слова:** Навыки устной речи, изучающие английский язык, коммуникативная компетентность, устная речь, бегłość, точность,



взаимодействие, произношение, занятия в классе, мотивация, языковая тревожность

**Kalit so'zlar:** Og'zaki muloqot qobiliyatları, ingliz tilini o'rganuvchilar, kommunikativ kompetensiya, og'zaki nutq, ravonlik, aniqlik, o'zaro ta'sir, talaffuz, sinfdagi mashg'ulotlar, motivatsiya, til xavotiri.

## INTRODUCTION

In recent decades, the role of English as a global language has significantly increased, making speaking skills a central component of English language teaching. Speaking enables learners to express ideas, share information, and interact with others in real-life situations. For English language learners, speaking is often perceived as the most difficult skill because it requires the simultaneous use of vocabulary, grammar, pronunciation, and pragmatic knowledge. Unlike reading or writing, speaking occurs in real time and leaves little opportunity for correction. Many learners experience anxiety, fear of making mistakes, or lack of confidence, which negatively affects their oral performance. Therefore, teaching speaking skills requires careful planning, appropriate methodologies, and a learner-centered approach. This article aims to examine effective ways of teaching speaking skills and addressing common challenges faced by English language learners.

### Theoretical Background of Speaking Skills

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information. It is closely connected with communicative competence, a concept introduced by Hymes, which emphasizes not only grammatical accuracy but also sociolinguistic and pragmatic appropriateness. According to Canale and Swain, communicative competence consists of four components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Effective speaking instruction



should aim to develop all these components. Fluency and accuracy are two key dimensions of speaking. Fluency refers to the ability to speak smoothly and naturally, while accuracy focuses on correct language use. Teaching speaking skills presents several challenges for both teachers and learners. One major issue is language anxiety. Another challenge is limited exposure to authentic language use. In EFL contexts, learners may have few opportunities to practice speaking outside the classroom. Additionally, large class sizes, time constraints, and exam-oriented curricula often limit opportunities for oral practice. Learners' linguistic limitations, such as insufficient vocabulary, weak pronunciation, and lack of grammatical control, also hinder effective speaking. Cultural factors may further influence students' willingness to speak, especially in contexts where silence is valued over verbal participation.

### **Principles of Teaching Speaking Skills**

Effective speaking instruction should follow several key principles. First, speaking activities should be meaningful and purposeful. Learners are more motivated to speak when tasks reflect real-life communication. Second, teachers should balance fluency and accuracy. While early stages of speaking practice may tolerate errors, focused feedback is necessary to improve accuracy over time. Third, interaction is essential. Pair and group work encourage learners to negotiate meaning and increase speaking opportunities. Finally, a supportive and low-anxiety environment is crucial. Teachers should create a classroom atmosphere where mistakes are viewed as a natural part of learning. Various classroom activities can effectively develop speaking skills. Role-plays and simulations allow learners to practice real-life situations such as ordering food, job interviews, or academic discussions. These activities promote confidence and pragmatic competence. Discussions and debates encourage learners to express opinions, justify ideas, and use higher-level language. Information gap activities, where students must exchange



information to complete a task, foster meaningful interaction. Storytelling and presentations help improve fluency, coherence, and pronunciation. Additionally, pronunciation-focused activities such as minimal pairs, stress, and intonation practice contribute to clearer speech.

### **The Role of the Teacher**

The teacher plays a central role in teaching speaking skills. Rather than dominating classroom talk, the teacher should act as a facilitator, guide, and motivator. Providing clear instructions, modeling correct language use, and offering constructive feedback are essential responsibilities. Feedback should be timely and appropriate. Over-correction can discourage learners, while delayed feedback allows for uninterrupted communication. Teachers should also be sensitive to individual learner differences and adapt activities accordingly. Assessing speaking skills is complex due to its subjective nature. Effective assessment should be based on clear criteria, including fluency, accuracy, pronunciation, vocabulary, and interaction. Both formative and summative assessments are important.

### **CONCLUSION**

Teaching speaking skills to English language learners is a challenging but essential task. Speaking competence enables learners to communicate effectively and participate actively in academic and social contexts. By applying communicative approaches, using interactive activities, integrating technology, and creating a supportive learning environment, teachers can significantly enhance learners' speaking abilities. Ultimately, successful speaking instruction requires a balance between theory and practice, fluency and accuracy, and teacher guidance and learner autonomy. Continuous professional development and reflective teaching practices are also necessary to meet the evolving needs of English language learners.



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