TEACHING AND ASSESSING SPEAKING

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ABSTRACT

This paper explores the principles, methods, and challenges involved in teaching and assessing speaking skills in second language classrooms. Speaking is a productive skill that requires linguistic, sociolinguistic, and strategic competence. The study highlights effective classroom techniques such as communicative activities, task-based learning, and interaction-based instruction. It also examines major speaking assessment types, including formative, summative, performance-based, and standardized tests. The paper emphasizes the importance of reliability, validity, fluency, accuracy, and communicative effectiveness in evaluating speaking proficiency. Overall, it provides teachers with theoretical insights and practical strategies for enhancing students' oral communication skills.

KEYWORDS:

Teaching speaking, assessing speaking, oral communication, communicative competence, performance assessment, formative assessment, fluency, accuracy.

ANNOTATSIYA

Ushbu maqolada ingliz tilida og'zaki nutqni o'qitish va baholash jarayonining asosiy tamoyillari, metodlari hamda duch kelinadigan muammolar yoritiladi. Speaking — bu o'quvchidan til birliklarini to'g'ri qo'llash, ijtimoiy vaziyatga moslashish va strategik nutq yuritishni talab qiluvchi faol ko'nikma hisoblanadi. Maqolada kommunikativ mashg'ulotlar, topshiriqqa asoslangan o'qitish va interaktiv metodlarning samaradorligi

tahlil qilinadi. Shuningdek, og'zaki nutqni baholashda qo'llaniladigan formatlar — formatif, summativ,

performans baholash va standartlashtirilgan testlar ko'rib chiqiladi. Baholash mezonlari sifatida ishonchlilik, haqqoniylik, ravonlik, aniqlik va muloqot samaradorligi ta'kidlanadi.

KALIT SO'ZLAR:

Nutqni o'rgatish, nutqni baholash, og'zaki muloqot, kommunikativ kompetentsiya, ish faoliyatini baholash, formativ baholash, ravonlik, aniqlik.

АННОТАЦИЯ

В данной работе рассматриваются принципы, методы и трудности преподавания и оценки навыков устной речи при изучении английского языка. Говорение является продуктивным навыком, требующим лингвистической, социолингвистической и стратегической компетенции. В статье обсуждаются эффективные методы обучения: коммуникативные задания, обучение на основе задач и интерактивное взаимодействие. Также анализируются виды оценки устной речи: формативная, суммативная, оценка по выполнению задания и стандартизированные тесты. Особое внимание уделяется таким критериям, как надёжность, валидность, беглость, точность и коммуникативная эффективность.

КЛЮЧЕВЫЕ СЛОВА:

Обучение говорению, оценка говорения, устная коммуникация, коммуникативная компетентность, оценка успеваемости, формирующее оценивание, беглость, точность.

INTRODUCTION

Speaking is widely recognized as one of the most fundamental components of language competence because it directly reflects a learner's ability to use the target language for meaningful communication. In contemporary foreign language pedagogy, speaking is not limited to the production of isolated sentences; rather, it encompasses interaction, negotiation of meaning, pragmatic understanding, strategic communication, and the ability to adapt language to social and cultural contexts. As a result, teaching

speaking has become a central priority for educators who aim to prepare learners for authentic communicative situations in academic, professional, and everyday environments.

In the early stages of language education, speaking instruction traditionally relied on repetition and memorization, often influenced by Grammar-Translation and Audio-Lingual methods, where oral skills were secondary or mechanically practiced. With the emergence of Communicative Language Teaching (CLT) in the late twentieth century, the focus shifted toward developing communicative competence — a broader concept that includes grammatical, sociolinguistic, discourse, and strategic competence. This shift encouraged the use of real-life tasks such as role plays, interviews, discussions, information-gap activities, debates, and simulations, which aim to develop learners' ability to express them fluently, accurately, and appropriately. The teaching of speaking is closely connected to integrationist theories, which emphasize that language develops through meaningful interaction. Vygotsky's sociocultural theory, Long's interaction hypothesis, and Swain's output hypothesis all highlight the importance of verbal output, feedback, and negotiation of meaning in promoting language development. For this reason, modern speaking instruction prioritizes student-centered and task-based methodologies, where learners actively use the language rather than passively receive information. Assessing speaking, however, remains one of the most challenging aspects of language evaluation. Unlike written skills, speaking is transient, context-dependent, and influenced by affective factors such as anxiety, confidence, and motivation. Moreover, speaking performance can vary depending on the task type, interlocutor, assessment environment, and test format. Therefore, reliable assessment requires well-designed rubrics, clear criteria, and standardized procedures. Speaking assessment can be either formative—ongoing evaluation during the learning process—or summative, where learners' performance is measured at the end of a course or unit. Common assessment types include oral presentations, paired or group discussions, interviews, picture descriptions, storytelling, and performance-based tasks. These assessment forms allow teachers to evaluate multiple components of oral proficiency, such as pronunciation, fluency, accuracy, coherence, vocabulary control, and pragmatic appropriateness. Another essential aspect of speaking assessment is ensuring validity (the test measures what it intends to measure) and reliability

(results are consistent and fair). The rise of international proficiency frameworks such as CEFR, TOEFL iBT, IELTS, and Cambridge Speaking Exams has provided more structured models for assessing oral communication. These standardized tests illustrate the importance of rubrics, descriptors, scoring scales, and test administration procedures. Furthermore, in modern pedagogical practice, effective teaching and assessment of speaking should be integrated. Instructional activities should reflect the skills and criteria used in formal assessment, ensuring that learners are prepared for both classroom communication and real-life contexts.

CONCLUSION

Teaching and assessing speaking is a complex but essential part of language education. Effective speaking instruction requires communicative tasks, real-life interaction, and learner-centered methodologies, whereas assessment must measure not only accuracy and fluency but also communicative effectiveness. Reliable and valid assessment tools help teachers understand students' strengths and weaknesses and guide further instruction. By integrating teaching and assessment, educators can create a supportive environment that enhances learners' oral proficiency and builds confidence in real-life communication.

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