

TEACHING SPEAKING AT SCHOOL: CHALLENGES AND EFFECTIVE STRATEGIES IN LANGUAGE EDUCATION

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Abstract: *Teaching speaking is fundamental aspect of language education as speaking is one of the key skills in mastering a language. For many language learners the ability to speak effectively and fluently is the main purpose. This research examine diverse techniques, strategies and challenges in teaching speaking skills providing helpful insights for educators.*

Keywords: *teaching speaking, difficulties in speaking, helpful strategies, anxiety in speaking.*

Introduction: Speaking plays a vital role in language education and also it is often considered the most challenging skill by many group of language learners and educators. In school atmosphere, each class has more than 40 students and class typically consist of mixed ability students, that is why teachers may be face to lots of difficulties during the lessen. As we know, speaking requires us to engage in real-time processing, unlike reading or writing, which allows for more time to think, plan, and revise. It is more difficult to develop speaking in structured school setting. This study investigates the difficulties of teaching speaking in school and discusses beneficial methods which can help to improve student's speaking abilities.

Challenges of teaching speaking at school:

Teaching speaking in school can present several challenges, as it involves both linguistic and social aspects of communication. One of the basic challenges in teaching speaking limited speaking opportunities. For instance in large classes, it can be difficult to give each student enough time to practice speaking. Without frequent opportunities to speak, students may not develop fluency and confidence. Tornbury (2005) claim that in traditional classroom settings, student often get a few minutes of actual speaking practice per lessen. Majority of schools focus on more reading and writing over speaking, resulting in insufficient time for speaking exercises (Nunan, 2004).

Anxiety and lack confidence:

Students afraid of speaking in public, especially in formal classroom atmosphere. (Horwitez,1996) said that, students may fear making mistakes or being judged that is why they do not feel like participate in classes discussion or other speaking tasks. This kind of fear can be born in youthful language learners who are often highly sensitive to peer judgment (MacIntyre and Gardner, 1994) As they said, speaking in front of peers can be appalling for many students. This anxiety may

causes them to be silent during the lesson despite having ideas to speak or sharing with others. Students will never grow up speaking skills if they go on in this way because speaking always requires being active. In many schools, it is composed of advanced and elementary students according to their level of language proficiency as a result, this situation makes it difficult for teachers to control balance between students. Additionally, some studies show that, advanced level learners may get bored with exercises that are designed for beginners while less skilled students may overexert themselves or fail in activities that are complex for them (Littlewood, 2007). On top of that elementary learners often face several specific difficulties when it comes to speaking in a second language. These challenges include; limited vocabulary, poor grammar control and others. One of the most common difficulties is a lack of sufficient vocabulary. Less skilled learners often struggle to find the right words to express themselves leading to hesitation. Losing the idea and pausing for a long time during the speaking is one of the biggest issue too.

Effective methods for teaching speaking at school:

Communicative Language Teaching (CLT) is widely used in schools and also it is found by many educators as the most effective method for developing students' speaking skills because it focusses on real communication instead of focusing only on grammar and vocabulary. CLT encourages students to use real language with meaning. (Savignon, 2002). On top of that communicative language teaching puts fluency above all else and helps students express themselves more comfortable even when they make mistakes.

Another beneficial method for developing speaking is task based learning. Task-based learning often consists of exercises that you may face to in real life conditions. For instance, solving a problem, planning a trip, role playing, conducting a survey or real life scenario like ordering food in a restaurant. Many studies show that students feel free themselves also can share their ideas fluency when they do real life tasks during the lesson. According to McCrocklin's (2016) research using Google, Duolingo and other types of language learning apps is very useful for learners to grow up their speaking skills independently. Additionally, speed reading can support development of speaking skills including; fluency. It allows you to consume more content in a short time leading to new words, phrases and sentence structures. Most importantly teachers should create friendly environment in class for losing learners' fear and anxiety.

Conclusion: Teaching speaking is very significant but it can create some challenges such as mixed level students, large class sizes, fear, poor vocabulary, anxiety and lack of confidence. On the other hand, this research has illustrated the most essential strategies. To illustrate, communicative language teaching, task-based learning and use of some helpful learning language apps like Duolingo. By creating

interactive and friendly environment teachers can help to learners for losing anxiety and fear.

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