

DIFFERENT WAYS OF TEACHING SPEAKING

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Abstract: *Speaking is a fundamental component of foreign language competence, yet one of the most challenging skills for learners to develop. This article provides a comprehensive overview of effective methods for teaching speaking in foreign language classrooms. It discusses communicative and task-based approaches, the use of authentic materials, integrated pronunciation instruction, fluency-development activities, and evidence-based feedback techniques.*

Key words: *speaking skills, communicative competence, task-based learning, authentic materials, pronunciation, feedback, fluency development, affective filter.*

INTRODUCTION

Speaking plays a vital role in language learning because it enables learners to use language actively, interact socially, and express their ideas in real-time communication. Unlike receptive skills such as reading or listening, speaking requires learners to produce language quickly, monitor accuracy, maintain fluency, and respond appropriately to communicative situations. This complexity means that effective speaking instruction must be multifaceted.

The goal of speaking instruction is not only linguistic accuracy but also communicative competence – the ability to choose appropriate expressions, manage conversations, and express ideas clearly (Richards, 2006). Therefore, modern language pedagogy emphasizes meaningful interaction, task-based learning, pronunciation for intelligibility, supportive feedback, and an emotionally safe classroom environment. The following sections describe research-supported techniques that effectively develop learners' speaking skills.

Communicative Language Teaching remains one of the most influential approaches to speaking instruction. Its core principle is that language is best learned through communication rather than memorization or mechanical drills.

Communicative activities such as:

- information-gap tasks,
- pair interviews,

- role-plays,
- opinion-sharing tasks,
- problem-solving discussions, require learners to negotiate meaning, paraphrase, ask for clarification, and respond to real communicative needs. These tasks mirror real-world interaction more closely than controlled drills, leading to more natural speech production.

According to Richards (2006), CLT helps learners develop discourse skills, pragmatic competence, and conversational strategies such as turn-taking and managing misunderstandings. Students gradually become more independent speakers as they rely less on their teacher and more on communication with peers.

While CLT provides a general philosophy, Task-Based Language Teaching offers a structured framework for designing speaking lessons around real-world tasks. A task is an activity that requires learners to use the language to achieve a communicative outcome (Ellis, 2003).

Examples of speaking tasks include:

- planning a trip or event,
- discussing solutions to an environmental problem,
- creating a group presentation,
- completing a project and reporting the results,
- negotiating roles in a simulation activity.

TBLT typically involves three stages:

1. Pre-task: introduction of topic, useful vocabulary, and instructions
2. Task cycle: learners perform the task in pairs or groups
3. Post-task: language focus, feedback, and repeated performance

Repeated performance is especially effective. Willis & Willis (2007) found that when learners repeat the same or similar tasks, their speaking becomes more fluent, accurate, and complex.

Authentic materials expose learners to natural language use and improve speaking confidence. These materials include:

- video blogs, documentaries, and film clips,
- podcasts and radio interviews,
- unscripted conversations,
- social media videos,
- real-life dialogues from daily interactions.

Gilmore (2007) emphasizes that authentic materials improve learners' understanding of real speech features such as connected speech, fillers (e.g., "you know," "I mean"), hesitation devices, discourse markers, and intonation patterns. After listening or watching, learners can engage in speaking activities such as:



- summarizing the content,
- discussing opinions,
- role-playing situations from the video,
- creating their own similar dialogue.

This sequence strengthens both comprehension and speaking production.

Conclusion. Teaching speaking requires more than drilling grammar or vocabulary. Effective speaking instruction is built on communicative interaction, purposeful task-based learning, authentic input, integrated pronunciation practice, fluency-building activities, and supportive feedback. Emotional factors and classroom climate also play an essential role. By combining these methods, teachers can help learners develop the fluency, accuracy, and confidence necessary for successful communication in the target language.

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