



THE ROLE OF SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNING AND PEDAGOGICAL APPROACHES FOR EFFECTIVE INSTRUCTION

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ABSTRACT

The crucial element of English language learning and teaching is speaking. This study discusses the importance of speaking skills as an association for effective communication and academic achievement. The paper explores the challenges teachers and learners come across in developing speaking competence and examines pedagogical approaches that foster speaking proficiency. It also emphasizes such factors as motivational, linguistic and methodological that impact the success of students, and such classroom activities as discussions, role plays and debates that develop students' fluency and confidence. The paper concludes with the view that the combination of communicative principles, learner-centered techniques and consistent teacher support is highly required for effective speaking instruction

Introduction

Language learners need to acquire four skills in order to speak and write well. They are reading, writing, listening, and speaking. The term "productive" refers to language that is produced by the learner, while "receptive" refers to language that is directed at the learner. Bailey (2003) refers to speaking as a productive skill that entails producing systematic verbal expressions that convey meaning. Harmer (2001) [1] defines speaking as the capacity to speak fluently requiring both knowledge of language features and data processing skills.

According to Finnochiaro and Brumfit (2015) [2], the definition of speaking is giving oral expression to thoughts, opinions, and feelings in terms of talk or conversation. When someone speaks, they should not only say whatever they want to say, but they should also help their partner understand what they are talking about.

In a variety of settings, speaking is the process of creating and communicating meaning through the use of verbal and nonverbal symbols (Chaney, 1998) [3]. Therefore, speaking is the capacity to produce language and communicate ideas.

According to Fuller (2004) [4], speaking is the verbal communication with others. It means that someone can convey their thoughts and ideas by speaking to others. It is a person's oral means of expressing their ideas, thoughts, or information. Because it can be used to gauge

a person's progress in learning a language, it also emerges as one of the language skills that needs to be addressed in language instruction.

As Murphy (1991) [5, 51-75] states, a necessary goal for ESL students is to have the capacity to speak coherently and intelligibly on a specific subject. Students should be proficient in speaking's components, including vocabulary, pronunciation, grammar, and fluency.

Moreover, speakers frequently present expressions prematurely when speaking. This indicates that they later modify or eliminate those expressions (Clark, 2002) [6]. Furthermore, Thornbury (2005) [7] indicates that speaking is a real-life activity in which a speaker expresses his or her thoughts and interacts with listeners. The activities are spontaneous and their continuity is determined by the circumstances. The grammar used in speaking activities is typically less complex than that used in writing due to the limited planning time.

Taking account of all the definitions above, it could be concluded that speaking is a productive skill because it allows people to communicate with one another. According to Lado (1961) [8], a person's speaking skill is their capacity to express themselves in real-life situations, report actions or phrases, or fluently convey a sequence of ideas. This demonstrates that the first task of the teacher when teaching speaking is to encourage students to freely express their thoughts and feelings and to engage in ongoing English communication practices.

The Purposes of Speaking

Some of the purposes of speech are as follows:

To inform. We communicate so that other people can receive information. We share, receive, modify, and reflect on meaning to make sense of the world around us in every aspect of our lives. Information could be something that the listeners have never heard of or something they've seen before but hasn't fully understood. The purpose of speech is to inform the audience in the first place. Speaking conveys knowledge, awareness, and comprehension to the listeners. A speaker addresses his audience with the intention of providing information about a product, program, individual, project, or incident, among other things.

To persuade and convince. The second goal of our speech is to persuade the audience to accept our point of view. A company's sales representative uses persuasive speech to try to get customers to buy its products. He gets more business the more persuasively he speaks. You are speaking to persuade when you give orders, ask someone to do something for you, or get someone to think in a certain way. Persuasion skills are needed to convince someone to buy a particular product, negotiate the price of the product, argue about the effectiveness of a plan, defend your thesis, promote a particular agenda, or even ask for more money. In order to persuade the listeners, it is necessary to satisfy their particular requirements and interests.

To entertain. You are communicating to entertain when you tell a joke, tell a funny story, or share a funny experience. Before delivering a humorous message, the context, audience, and time all need to be taken into consideration. Comedy and drama are both used in entertaining communication. For instance, an entertaining speech is one in which the speaker talks about a personal experience of struggle and achievement and is able to move and inspire the audience.

To stimulate. The next purpose of speech is to stimulate others to perform some important action. A persuasive speech arouses interest and excitement in the listeners to act as the speaker wishes. For example, an exciting speech by a commander can stimulate the soldiers to make some impossible achievements. A teacher stimulates the students to follow his instructions for achieving brilliant success in their life.

To console. Last but not least, words can be an effective means of comforting those who are going through adversity or loss. A soft, sympathetic voice can lessen the impact of their suffering. A speech can calm people down and make them forget their troubles during natural disasters like floods, earthquakes, and accidents.

Kinds of Speaking

There are typically two types of speaking: specifically speaking performance and speaking competence (Martin, 1991) [9].

According to Martin (1991) [9], speaking proficiency skill is having the capacity, expertise and information to accomplish something.

The term "conversational competence" can either mean "ability" or "skill." It engages in a conversation that is interdependent and interactive. A series of tasks are created to help students become more aware of the activity and evaluate their own progress because it is both a feedback and awareness activity.

Competence, as defined by Hornby (2010) in Oxford Advanced Learner's Dictionary [10], is "the ability, power, authority, skill, knowledge, etc. of a person to do what is needed." In contrast, according to Chomsky [11], competence refers to "the speaker-hearer's knowledge and ability, which therefore includes concepts of appropriateness and acceptability." Attitude, motivation, and a variety of sociocultural factors will unavoidably be taken into account in the study of competence.

Martin's perspective on speaking performance (1991) [9], performance is a person's process or manner of play, so one could conclude that speaking performance is how one expresses one's opinion with accuracy and fluency. Performance is what a person does.

Aspects of Speaking

According to Harris (1974) [12], comprehension, grammar, vocabulary, pronunciation and fluency are the five aspects of speaking skill.

1.Comprehension

According to Durkin, comprehension is active and deliberate thinking in which the meaning is constructed through interactions between the reader and the text.

According to Brown (2004) [14], comprehension is the capacity of students to comprehend any conversation. This indicates that students comprehend the conversation's context. They clearly comprehend the discourse and are able to learn new things from it or share some of it with others.

2.Grammar

The purpose of grammar is to arrange the correct meaning of sentences based on the context. The term "grammar" refers to a methodical approach to determining and predicting the level of language proficiency of an ideal listener or speaker. It is consistent with Heaton's explanation (1978) [14] that students' capacity for manipulating the structure and recognizing appropriate grammatical forms.

According to Huddleston and Pullum (2010) [15], grammar organizes the structure of a sentence and its smaller units, such as words, clauses, and phrases. It's important to pay attention to how sentences are arranged and how to use proper grammar when speaking. The listener will have an easier time comprehending the subject if students use proper grammar when speaking. Students are also taught how to speak in accordance with the rules of communication through grammar (Septiani, 2014) [14].

3.Vocabulary

If you don't have a sufficient vocabulary, you won't be able to communicate effectively or convey your thoughts in writing. Another obstacle that prevents learners from learning a language is a limited vocabulary. It is impossible to convey much without grammar, and nothing can be conveyed without vocabulary. According to Kamil & Hiebert (2005) [17], vocabulary is the set of words that students need to know in order to comprehend difficult texts.

According to Taylor (2011) [18], vocabulary is important for students. Misbahudin added that students perform better in all aspects of the English language the more they master vocabulary.

When learning a language, students must have a lot of vocabulary. It will be easier for students with a lot of vocabulary to communicate with others. Moreover, it additionally makes a difference understudies to get one more word or equivalent of the words when they are stuck or neglect what they need to talk about.

4.Pronunciation

According to the Longman Dictionary, pronunciation is the one-way sounds are made. In order to communicate effectively with others, the speaker must use clear language. If the speaker is able to clearly convey the ideas to the listeners, then communication is successful. By paying attention to stress, rhythm, and intonation, the speaker is able to clearly convey their ideas.

Pronunciation is the method by which students are able to express themselves clearly when speaking (Kline 2001) [19]. Students can improve their speaking clarity by practicing their pronunciation. It examines the phonological process, which is the part of a grammar that is made up of the elements and principles that determine how a language's sounds change and pattern.

5.Fluency

Fluency is characterized as the capacity to talk informatively, easily and precisely. Typically, the term "fluency" refers to the ability to speak orally without interruption. During the teaching and learning process, if the instructor wishes to assess the students' fluency, the instructor permits the students to freely express themselves. According to Pollard (2008) [20], the teacher does not correct students right away because too much correction impedes conversation.

According to Skehan, which is cited in Wang (2014) [21, 110-118], fluency is the capacity to produce spoken language without excessive pausing or hesitation. As a result, students need to be able to speak naturally and quickly. Students should ensure that the idea they want to share with their friends has the same meaning without reducing the content or the idea itself, in addition to speaking quickly and naturally. Therefore, in the fluency portion, students communicate their ideas to their friends fluently so that their friends comprehend the concept.

The Teacher's Role in Developing Speaking Skills

Teachers employ numerous metaphors to describe their work (Harmer, 2007) [22]. Since they are always on the stage, some teachers see themselves as actors, while others compare themselves to orchestra conductors, saying, "I direct conversation and set the pace and tone." This demonstrates that teachers play a variety of roles. Moreover, they must assume different roles during speaking activities as well. Harmer (2007) [22, 275-276] identifies three distinct roles for teachers: prompter, participant, and feedback provider.

1.Prompter

If the students "get lost," are unable to think of what to say next, or otherwise lose the expected level of fluency, the teacher could assume this role. By making discrete recommendations, the instructor could be of assistance to the students.

2.Participants

When the instructor engages in conversation, pretends to be someone else, or engages in exchange with the class, they act like members of the group. The teacher, on the other hand, must be careful not to take over the speaking and draw all attention to themselves by participating excessively.

3.Feedback Provider

The teachers' tact and the appropriateness of the feedback they provide depend on the student's speaking ability. The language used and the activity's content could both be addressed in the feedback.

Effective Pedagogical Approaches for Teaching Speaking

When teaching speaking, the teacher needs to think about the kind of approach that would work best in the classroom. To carry out the proper procedure in the learning process, the instructor needs to focus on standards for designing speaking technique. Teaching speaking skills is based on seven principles (Brown, 2007) [23].

1.Utilize strategies that address a wide range of learners' requirements. Depending on your goal, focus on accuracy as well as fluency.

2. Providing methods that are intrinsically motivating.

3. Encourage the use of authentic language in meaningful contexts. It's hard to keep coming up with meaningful interactions, so the teacher needs to come up with new ideas for how to use real language in the speaking activities.

4. Correct and provide appropriate feedback. For useful linguistic feedback, students in most EFL situations rely solely on their teacher.

5. Capitalize on the natural link between speaking and listening. The teacher should incorporate the listening activities into the speaking activities because speaking and listening cannot be separated. Comprehension is often the first step in developing language production skills.

6. Giving students opportunities to initiate oral communication. Encourage students to develop speaking skills by asking questions or having a conversation with them. This could give students a chance to practice their communication skills.

7. Encourage the development of speaking strategies. Students of languages need to understand the idea of strategic competence. They have not given any consideration to the development of their oral communication strategies. Students may learn about and have the opportunity to put these strategies into practice in your classroom:

requesting information (What?)

requesting a repeat of something (Huh? (Excuse me?)

utilizing fillers (Uh, I mean, Well) to acquire time to process

utilizing discussion upkeep signals (Uh huh, Right, No doubt, Alright, Hm)

standing out enough to be noticed (Hello, Say, So)

involving rewords for structures one can't create

engaging for help from the conversationalist (to get a word or expression, for instance)

utilizing pantomime and nonverbal articulations to convey the significance.

In order to develop effective teaching methods for speaking, the teacher must take into account the needs of the students, according to Brown's aforementioned principles. Activities that can inspire students to practice their English should go along with the instructional strategy. During the teaching and learning process, the appropriate method would maintain a positive atmosphere and increase the students' motivation. However, the method should also address the students' weaknesses and enhance their communication skills.

Classroom Speaking Activities

Currently used classroom speaking activities include:

1. Acting from script

Students are encouraged to act out scenes from plays or textbooks in this activity, sometimes filming the results. Students frequently perform their own written dialogues (Harmer, 2002) [24].

2. Communication games

When younger students are involved, speaking activities based on games are frequently an effective method for providing students with valuable practice.

3. Discussion

Students often fail to give their opinions in front of the entire class for a number of reasons, one of which is that they are unable to come up with anything to say or are unsure of how to express themselves. Prepared talks are a well-defined and useful type of speaking, and they can be very interesting for both the speaker and the audience if they are well-organized (McDonough & Shaw, 2003) [25].

4. Questionnaires

Questionnaires are useful because they guarantee that both the questioner and the respondent will have something to say.

5. Simulation and role-play

Students can be trained for a specific situation by using simulation and role-playing to improve their general oral fluency (McDonough & Shaw, 2003) [25].

6. Debate

An activity known as debate involves the presentation and argument of opposing viewpoints.

In general, students are encouraged to speak during a lesson for two main reasons:

to give students practice with vocabulary, grammar, and other language skills

to improve students' interactivity and fluency in speaking

If the speaking activity is preceded by activities that provide controlled written practice of grammar or vocabulary, the speaking activity will have a language practice goal. The speaking activity will have a speaking fluency goal if it comes before a text (reading or listening) or just involves speaking for the sake of speaking.

In speaking fluency activities, students' use of correct or incorrect vocabulary and grammar is often irrelevant. Students' increased self-assurance in speaking English is the learning outcome. However, you frequently need to allow students time to prepare and consider their remarks prior to speaking.

Conclusion

Speaking remains a core skill in language learning as it combines communication, self-expression, and academic performance. Teachers must combine communicative principles with learner-centered approaches and provide consistent motivation and feedback in order to develop this skill in an effective way. The use of classroom activities such as discussions, role plays, debates and etc. contributes to greater fluency, confidence and interaction among students, which are considered as essential outcomes in modern English language education

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