



## CONTENT AND METHODS OF DEVELOPING STUDENTS' SPEAKING SKILLS

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**Annotation.** Developing students' speaking skills involves shifting from teacher-centered to student-centered, communicative approaches that emphasize fluency, accuracy, and confidence. Key methods include task-based learning, role-plays, and debates, designed to move beyond mechanical drilling toward authentic, purposeful communication. Effective strategies include scaffolding with visuals, encouraging full sentence construction, and implementing peer-to-peer collaboration to boost engagement.

**Keywords:** Task-Based Learning (TBL), Speaking Skill Development, Open-Sharing Tasks, Beginner-Level English Learners, Controversial Statements, Communicative Language Teaching (CLT), Critical Thinking in Language Learning.

Communicative tasks have been used widely all over the world since they improve students' for learning English, enhance the fluency and construct many social skills as well. It involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. Communicative tasks also can be adapted in everyday life, at work, at play and other activities. Such as filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, making a hotel reservation writing a check, finding a street destination and helping someone across the road. As we can see if communicative tasks can be implemented in simple activities for students to practice it. Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do thing for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. And they select and utter a sentence they will bring just this effect.

### Definitions of Speaking

Speaking is one of the branch English skills which should be mastered by students. By speaking students may convey themselves in basic interactive skills such as greeting, apologizing, thanking, introducing, asking or offering for something. Some people suppose that somebody master English well if they have a good performance in speaking. Speaking is the process of building and sharing meaning through the use of verbal symbols, in variety of context. This definition explain that focusing speaking should have partner, thus somebody can share their mind and thought to each other so that communication among of them will occur.[1] Speaking is a key component of communicative competence — not merely the



ability to identify the rules of grammar, but to use them appropriately in real contexts. Speaking proficiency enables students to transfer ideas, negotiate meaning, and take an active role in social, academic, and professional interactions. In today's era of globalization, communication through speech has become even more critical. Employers prefer to include communication skills as some of the most critical qualities that anyone should possess in a professional setting. University students must be capable of delivering research, seminars, and debates. Speaking skills, thus, aid not only in linguistic development but also in professional and personal success. Besides, the enhancement of speaking ability supports the improvement in other language skills. [2] Through speaking, students acquire grammatical forms, pick up new vocabulary, and develop understanding through listening. Therefore, both a means and an end of more extensive language learning, speaking is.

### **Common Problems in Enhancing Speaking Skills**

Even though speaking is highly important, most students experience difficulties in its enhancement. The most frequent problems are:

#### **Psychological Barriers .**

Guilt of being incorrect and being judged suppresses students from speaking freely. Shyness and anxiety decrease spontaneity and fluency. In larger classes, students are intimidated by other students or lack courage to speak in front of others.

#### **Linguistic Barriers**

Limited vocabulary, poor pronunciation, and weak grammar control may also lead to student insecurity. They will be short of proper words or be able to express intricate concepts and get frustrated.

#### **Environmental Barriers**

In a typical traditional classroom, the instructor takes up all the talk time, leaving very little space for students to practice. Lack of real-life communication contexts results in passive learning where students might understand language but never get to use it.

#### **Cultural Factors**


In some societies, students are even instructed not to speak and eliminate opposing voices. This kind of socialization may deter active participation and unstructured exchange of ideas. The removal of these barriers requires methodological ingenuity and psychological assistance. Teachers must develop activities which reduce tension and promote collaboration.

[3]

### **Strategies and Means of Speaking Skill Acquisition**

#### **Communicative Language Teaching (CLT)**

The Communicative Approach emphasizes authentic communication as the goal of language learning. Instead of memorizing dialogues, students are provided with interactive activities such as role-plays, interviews, games, and discussions. Activities engage them in using language in real-life situations and adapting to different communicative settings. Communicative Language Teaching (CLT) is an approach to language teaching that focuses



on developing learners' communicative competence — their ability to use the language effectively and appropriately in real-life situations. Language is seen as a tool for communication, not just a system of grammar rules. Therefore, students learn by using the language to communicate meaningfully, rather than by simply memorizing vocabulary or grammar structures.


### **Goal of CLT**

To develop communicative competence, which includes:  
Linguistic competence – knowledge of grammar and vocabulary.  
Sociolinguistic competence – knowing how to use language appropriately in different contexts.

Discourse competence – linking sentences to create coherent communication. Strategic competence – using strategies to overcome communication problems.

### **Pair and Group Work**

Pair and group interaction offers potential for increased speaking. It allows shy students to talk without apprehension of a big group. Moreover, peer interaction fosters cooperative learning and exposes students to different linguistic styles. The Role of Technology in Developing Speaking Skills New technologies have given rise to new language practice outside the classroom. The internet provides authentic oral language contexts through online communication tools such as video conferencing, language exchange websites, and social networking sites. Video Blogs (Vlogs) – Students can record and share short videos about their interests, which encourages self-expression and pronunciation practice. Podcasts – Creating or listening to podcasts allows students to focus on intonation, rhythm, and pronunciation. Online Speaking Clubs – Virtual meetings with native speakers or international peers enhance cultural awareness and communicative competence. Speech Recognition Tools – Applications such as Google Speech or language learning platforms provide instant feedback on pronunciation and fluency. Technology application in language teaching makes it more interactive and personalized. It also facilitates constant practice, which is essential for fluency development. [4]The Teacher's Role and the Learning Environment Teachers play a significant role in shaping students' attitudes towards speaking. Teachers are language models, motivators, and facilitators. To facilitate speaking instruction, teachers need to create a positive and supportive atmosphere where mistakes are treated as learning opportunities. Encourage student autonomy, allowing learners to choose topics that interest them. Provide constructive feedback focused on improvement rather than criticism. Model authentic language use, demonstrating natural pronunciation and conversational patterns. A positive, cooperative, and respectful classroom environment significantly increases students' willingness to speak and experiment with language. Evaluation and Feedback Evaluating speaking skills may be challenging since it requires accuracy and fluency. The best evaluation must be continuous, formative, and public. [5]Teachers can use a variety of tools, such as: Oral Presentations , Interviews or Dialogues, Peer and Self-Assessment , Portfolios or Speaking Journals



**Conclusion .** Developing speaking skills is a multifaceted process that requires patience, practice, and creative pedagogy. Teachers must incorporate communicative methodology, technology, and psychological guidance to encourage learners' confidence and competence. Authentic communication, frequent practice, and productive feedback are key factors for success. In a world where communication crosses cultures and drives progress, the ability to communicate in a second language is a precious skill. With well-designed teaching strategies and a positive environment, students can acquire the confidence and mastery to be effective, active participants in global communication.

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