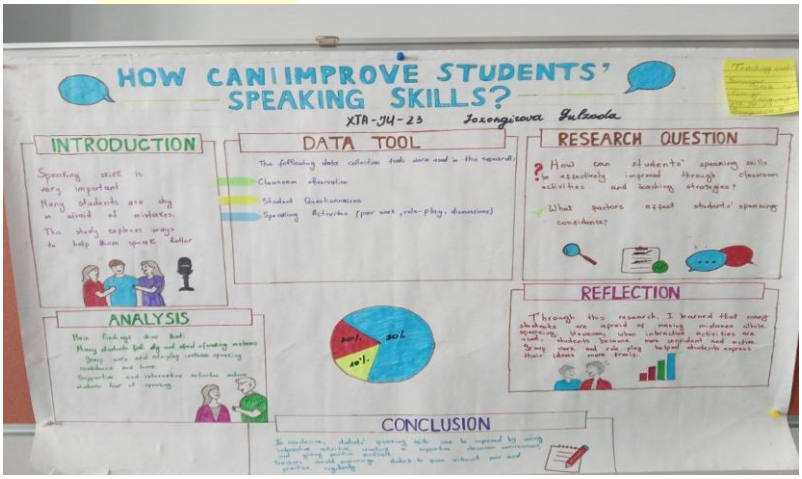
HOW CAN I IMPROVE STUDENTS' SPEAKING SKILLS?

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Teaching Context

This study was conducted by Joxongirova Gulzoda, an undergraduate student at Namangan State Institute of Foreign Languages, during her teaching practicum at Secondary School No. 26 in Yangiqo‘rg‘on district. The research involved a group of 14 eighth-grade students with an intermediate (B1) level of English proficiency.

Although the students possessed adequate linguistic knowledge, they experienced difficulties in speaking. Many learners were reluctant to participate in oral activities due to shyness and lack of confidence. This gap between competence and performance provided the basis for investigating strategies to improve students' speaking skills.



Picture 1. My students

Project Description

The topic of this research project is “Improving Students’ Speaking Skills During the Lesson.” The study was conducted with eighth-grade students at Secondary School No. 26 in Yangiqo‘rg‘on district. Although the learners have a B1 level of English proficiency, many of them are reluctant to participate in speaking activities due to shyness and fear of making mistakes.

This project aims to explore the reasons behind students’ hesitation to speak and to identify effective strategies to improve their speaking skills. To achieve this, data were collected through a reflection journal, a questionnaire, and classroom observations.

The findings of this research are expected to provide practical insights into enhancing students’ speaking performance in the classroom.

Research Findings

My research findings revealed several key factors that affect students’ speaking skills in the classroom.

Firstly, a large number of students feel shy and worried when they have to speak English. They are afraid of making mistakes and being laughed at by their peers.

Because of this fear, many students prefer to stay silent even when they know the answer.

Secondly, motivation has a strong influence on speaking performance. Some learners are not interested in speaking activities, especially when the tasks are too challenging or not engaging enough. As a result, they do not actively participate in classroom discussions.

Thirdly, the classroom atmosphere plays an important role in students' willingness to speak. In a supportive and friendly environment, students feel more confident and ready to express their ideas. However, in a strict or unfriendly atmosphere, students tend to avoid speaking.

During the exploratory stage, I observed my students in different lessons and collected data through questionnaires and my teaching reflection journal. The results showed that while most students enjoy speaking activities, many of them still lack confidence and feel nervous. It was also found that students prefer pair and group work because it makes them feel safer and more comfortable.

In the action stage, I applied different interactive methods to improve students' speaking skills. I used pair work, group discussions, role-plays, and simple speaking games. I also focused on giving positive and encouraging feedback during the activities.

As a result, I noticed some positive changes. More students started participating in speaking tasks, and their confidence gradually improved. However, a few students still remained quiet, which shows that developing speaking skills takes time and continuous support.

Final Reflection and Conclusion

This research helped me better understand my students' needs and improve my teaching practice. I realized that creating a safe and supportive classroom

environment is very important for encouraging students to speak English. Fear of mistakes and lack of confidence are the main barriers that limit their participation.

I also learned that interactive teaching strategies are effective in developing speaking skills. Activities such as pair work, group discussions, and games make lessons more engaging and reduce students' anxiety. In addition, positive feedback from the teacher plays a crucial role in motivating learners.

However, I understood that each student improves at a different pace. Some learners need more time, practice, and encouragement than others. Therefore, teachers should be patient, flexible, and attentive to individual differences.

In the future, I aim to create a more interactive and supportive classroom where all students feel confident to express their ideas without fear. This research showed me that teaching is not only about delivering knowledge but also about guiding, supporting, and encouraging students throughout their learning journey.