

MODERN METHODS OF TEACHING SPEAKING SKILLS IN EFL CLASSROOMS**Dildorakhon Abdullajonova Akmaljon qizi**

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dildorakhon1908@gmail.com<https://doi.org/10.5281/zenodo.20427063>**Abstract**

The development of speaking skills has become one of the primary objectives in modern English as a Foreign Language (EFL) education. Traditional teaching approaches mainly emphasized grammar accuracy and memorization, while modern methodologies focus on communication, fluency, interaction, and learner-centered instruction. This thesis examines modern methods of teaching speaking skills in EFL classrooms and analyzes the effectiveness of communicative and technology-based approaches. The study highlights the importance of Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), collaborative learning, project-based learning, and technology-assisted instruction in improving learners' speaking proficiency. Furthermore, the research discusses the role of teachers in creating supportive and interactive classroom environments that reduce speaking anxiety and increase learner confidence. The findings indicate that modern speaking methodologies significantly contribute to communicative competence, learner motivation, and real-life language use.

Keywords: speaking skills, communicative competence, EFL learners, modern methodology, task-based learning, communicative language teaching

Introduction

In contemporary language education, speaking is considered one of the most essential language skills because it enables learners to communicate effectively in academic, social, and professional situations. Due to globalization and international communication, English speaking ability has become increasingly important for students worldwide. In many traditional classrooms, speaking instruction was often neglected because teachers focused primarily on grammar translation, memorization, and written exercises. However, modern methodologies emphasize active communication and learner participation.

According to Richards (2008), speaking instruction should provide learners with opportunities to interact meaningfully and use language in authentic contexts. Modern EFL classrooms therefore aim to create communicative environments where students can express their ideas, opinions, and emotions confidently. Teachers are now viewed as facilitators who guide learners through interactive activities rather than merely delivering information.

The integration of modern teaching methods has transformed speaking instruction significantly. Approaches such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), collaborative learning, and technology-assisted instruction promote learner autonomy, fluency, and communicative competence. These methods encourage students to participate actively in pair work, discussions, role plays, presentations, and problem-solving activities.

This thesis investigates modern methods of teaching speaking skills and evaluates their effectiveness in improving EFL learners' oral communication abilities.

Literature Review

Researchers and linguists have extensively studied the importance of speaking skills in second language acquisition. Brown (2007) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Therefore, speaking instruction should encourage meaningful interaction and authentic communication.

One of the most influential approaches in modern language teaching is Communicative Language Teaching (CLT). Nunan (2004) explains that CLT focuses on developing learners' communicative competence rather than only grammatical knowledge. Through communicative tasks, learners practice using English in realistic situations. Activities such as interviews, role plays, discussions, and simulations allow students to improve fluency and confidence.

Task-Based Language Teaching (TBLT) is another important methodology widely used in speaking instruction. According to Willis and Willis (2007), TBLT encourages learners to complete meaningful tasks using the target language as a communication tool. These tasks may include problem-solving, presentations, storytelling, or group projects. Research shows that task-based instruction enhances learner interaction, fluency, and motivation.

Harmer (2007) emphasizes that effective speaking instruction should balance fluency and accuracy. Fluency activities encourage spontaneous communication, while accuracy-focused activities help learners improve grammar and pronunciation. Both components are necessary for developing communicative competence.

Technology integration has also become an important aspect of modern speaking pedagogy. Digital tools such as language learning applications, online discussion platforms, podcasts, and video conferencing systems create opportunities for authentic communication and independent learning. Learners can practice pronunciation, record speeches, and interact with native speakers through technological platforms.

Despite the advantages of modern methods, some challenges remain. Learners may experience speaking anxiety, limited vocabulary, or lack of confidence. Teachers must therefore create supportive classroom environments where students feel comfortable making mistakes and participating actively.

Research Methodology

This thesis uses a qualitative research approach based on the analysis of scholarly literature related to teaching speaking skills in EFL classrooms. Academic books, peer-reviewed journal articles, and international research studies were examined to identify effective modern methodologies used in speaking instruction.

The research focuses on five major modern approaches:

1. *Communicative Language Teaching (CLT)*
2. *Task-Based Language Teaching (TBLT)*
3. *Collaborative Learning*
4. *Project-Based Learning (PBL)*
5. *Technology-Assisted Language Learning*

The selected literature was analyzed to evaluate how these methods contribute to learners' fluency, confidence, interaction skills, and communicative competence. The study also investigates the role of teachers, classroom interaction, and technological tools in improving speaking instruction.

Modern methodologies have significantly changed the process of teaching speaking skills in EFL classrooms. One of the most effective methods is Communicative Language Teaching (CLT), which focuses on meaningful interaction and real-life communication. Through communicative activities such as debates, discussions, interviews, and role plays, learners practice using English naturally and confidently.

Task-Based Language Teaching (TBLT) also plays an important role in developing speaking proficiency. Instead of memorizing grammar rules, learners complete meaningful tasks that require communication and collaboration. These tasks encourage students to focus on expressing meaning rather than avoiding mistakes. As a result, learners become more fluent and confident speakers.

Collaborative learning activities such as pair work and group discussions increase student participation and interaction. Students learn from each other and gain confidence through peer communication. Collaborative tasks also develop teamwork, problem-solving abilities, and critical thinking skills.

Project-Based Learning (PBL) allows learners to engage in long-term speaking activities such as presentations, surveys, interviews, and video projects. These activities integrate speaking with other language skills and encourage learner creativity and independence.

Technology-assisted instruction has transformed speaking pedagogy considerably. Online learning platforms, mobile applications, artificial intelligence tools, and video conferencing systems provide learners with authentic speaking opportunities beyond the classroom.

Students can communicate with native speakers, record oral presentations, and receive pronunciation feedback through digital tools.

Modern methodologies also emphasize the importance of reducing speaking anxiety. Teachers should establish supportive and student-centered learning environments where mistakes are considered part of the learning process. Positive feedback and encouragement motivate learners to participate more actively in oral communication.

Overall, modern methods improve speaking fluency, communicative competence, learner motivation, and confidence. These methodologies prepare learners for real-world communication in academic and professional contexts.

Conclusion

In conclusion, modern methods of teaching speaking skills have transformed English language education by emphasizing communication, learner interaction, and authentic language use. Approaches such as Communicative Language Teaching, Task-Based Language Teaching, collaborative learning, project-based instruction, and technology-assisted learning provide learners with meaningful opportunities to improve speaking proficiency.

Modern methodologies shift the focus from teacher-centered grammar instruction to learner-centered communication activities. These methods increase fluency, confidence, motivation, and communicative competence among EFL learners. Technology integration further enhances speaking instruction by providing authentic communication opportunities and flexible learning environments.

Although learners may experience challenges such as anxiety and limited vocabulary, supportive classroom environments and interactive teaching approaches can help overcome these difficulties. Therefore, EFL teachers should continue implementing modern communicative methodologies to prepare learners for successful communication in global academic, social, and professional settings.

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