



WAYS OF DEVELOPING SPEAKING SKILLS OF A2 LEVEL STUDENTS

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***Abstract:** The development of speaking skills is one of the most important objectives in foreign language learning. At the A2 level, students are expected to communicate in simple everyday situations, express personal opinions, and participate in basic conversations. However, many learners experience difficulties due to limited vocabulary, lack of confidence, and insufficient speaking practice. This study aims to identify effective ways of developing speaking skills among A2-level students through communicative activities and interactive teaching methods. The research employed classroom observation, pre-test and post-test assessments, and student questionnaires. The findings indicate that role-plays, pair work, group discussions, and task-based activities significantly improve students' speaking fluency, accuracy, and confidence. The study concludes that regular communicative practice and a supportive learning environment are essential for developing speaking competence at the A2 level.*

***Keywords:** speaking skills, A2 level students, communicative approach, English language teaching, oral communication, language learning.*



Introduction

Speaking is a fundamental language skill that enables learners to communicate effectively in real-life situations. In foreign language education, speaking is often considered the most challenging skill because it requires learners to use vocabulary, grammar, pronunciation, and listening skills simultaneously. According to the Common European Framework of Reference for Languages (CEFR), A2-level learners can communicate in simple and routine tasks requiring a direct exchange of information on familiar topics.

Despite the importance of speaking skills, many A2-level students struggle to express themselves orally. Common problems include fear of making mistakes, limited vocabulary, inadequate pronunciation, and lack of opportunities to practice speaking. Traditional teacher-centered approaches often focus on grammar and written exercises, leaving insufficient time for oral communication.

The purpose of this study is to explore effective ways of developing speaking skills among A2-level students and to evaluate the impact of communicative teaching techniques on their oral performance.

Research Objectives

1. To identify the main difficulties faced by A2-level students in speaking English.
2. To investigate effective teaching methods for improving speaking skills.



3. To assess the effectiveness of communicative activities in developing oral communication.
4. To provide practical recommendations for English language teachers.

Research Questions

1. What factors hinder the development of speaking skills among A2-level students?
2. Which classroom activities are most effective for improving speaking performance?
3. How do communicative methods influence students' confidence and fluency?

Methods

Research Design

This study employed a mixed-methods approach combining quantitative and qualitative data collection techniques. The research was conducted over a period of eight weeks in an English language classroom.

Participants

The participants consisted of 40 A2-level students aged between 15 and 18 years. The students were enrolled in a general English course and had studied English for approximately two years.



Data Collection Instruments

The following instruments were used:

- Pre-test and post-test speaking assessments;
- Classroom observations;
- Student questionnaires;
- Teacher evaluation forms.

Procedure

At the beginning of the study, students completed a speaking pre-test designed to measure their fluency, accuracy, pronunciation, and interaction skills. During the intervention period, teachers implemented various communicative activities, including:

Role-Play Activities

Students practiced real-life situations such as ordering food, asking for directions, and making appointments. These activities promoted spontaneous communication and increased confidence.

Pair and Group Discussions

Students worked collaboratively to exchange ideas on familiar topics. This method increased speaking opportunities and reduced anxiety.



Information Gap Tasks

Learners shared missing information to complete tasks. Such activities encouraged meaningful communication and active participation.

Picture Description Activities

Students described images and discussed visual materials. This strategy expanded vocabulary and improved sentence formation.

Question-and-Answer Sessions

Regular classroom discussions provided opportunities for students to practice speaking in a structured environment.

After eight weeks, students completed a post-test and a questionnaire regarding their learning experiences.

Data Analysis

Quantitative data from the speaking tests were analyzed using descriptive statistics, while qualitative data from observations and questionnaires were analyzed through thematic analysis.

Results

The results demonstrated a significant improvement in students' speaking performance after the implementation of communicative activities.

Table 1. Average Speaking Scores Before and After the Intervention

Assessment Criteria Pre-test Post-test

Fluency	58	76
Accuracy	61	78
Pronunciation	60	75
Interaction	57	80

The findings revealed that interaction skills showed the greatest improvement, increasing from 57 to 80 points. Students became more willing to participate in conversations and demonstrated greater confidence when speaking English.

Questionnaire responses indicated that:

- 87% of students found role-play activities highly motivating.
- 82% reported increased confidence in speaking.
- 90% preferred pair and group work to traditional grammar-focused lessons.
- 85% believed that regular speaking practice improved their communication skills.

Classroom observations also showed that students became more active and engaged throughout the intervention period.



Discussion

The findings support the view that communicative teaching methods play a crucial role in developing speaking skills among A2-level learners. Role-play activities provided authentic communication opportunities and helped students use language in realistic contexts. Pair and group work reduced speaking anxiety by creating a supportive learning environment.

The improvement in fluency and interaction skills suggests that frequent speaking practice is more effective than traditional teacher-centered instruction. These findings are consistent with communicative language teaching principles, which emphasize meaningful interaction as a key component of language acquisition.

Furthermore, the positive student attitudes toward communicative activities indicate that motivation is an important factor in speaking development. When students feel comfortable and engaged, they are more likely to participate actively and improve their oral proficiency.

Teachers should therefore incorporate diverse speaking tasks into their lessons and provide constructive feedback that encourages students to communicate without fear of making mistakes.

Conclusion

The study investigated effective ways of developing speaking skills among A2-level students through communicative teaching methods. The results demonstrated



that role-plays, pair work, group discussions, information gap tasks, and picture description activities significantly improved students' fluency, accuracy, pronunciation, and interaction skills.

The findings suggest that communicative activities create meaningful opportunities for language use and help learners develop confidence in speaking English. Therefore, English language teachers should prioritize student-centered speaking tasks and create supportive classroom environments that encourage active participation.

Future research may examine the long-term effects of communicative teaching methods on speaking proficiency and explore their application in different educational contexts.

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