

# **The Importance Of Speaking Skills For EFL Learners**

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## **Abstract**

The article studies the role of speaking skills in learning a foreign language, as it enables learners to express their thoughts, ideas, and emotions effectively for EFL (English as a Foreign Language) learners, developing speaking competence is often more challenging due to limited exposure to real communication and lack of confidence. This paper discusses the importance of speaking skills in English language learning and examines how effective teaching methods, classroom interaction, and communicative activities can enhance students' oral proficiency.

**Keywords:** Speaking skills; EFL learners; communication; oral proficiency; language teaching; classroom interaction; fluency; confidence.

## **Introduction**

In recent years, the ability to communicate effectively in English has become one of the key requirements for academic success and global interaction. Among the four main language skills – listening, speaking, reading, and writing – speaking is considered the most essential skill because it allows learners to express themselves and participate in real-life communication. However, many EFL (English as a Foreign Language) learners face difficulties in developing their speaking competence due to limited opportunities for practice, anxiety, and a lack of exposure to authentic communication. Therefore, it is crucial for both teachers and learners to focus on improving speaking skills through communicative methods, interactive classroom activities, and confidence-building strategies.

**Purpose of the Study.** The purpose of this study is to explore the significance of speaking skills in EFL learning and to identify effective approaches for enhancing learners' oral communication. The research also aims to provide practical recommendations for teachers to create a more interactive and supportive classroom environment that motivates students to speak English with greater confidence and fluency.

**Literature Review.** Many researchers have emphasized the vital role of speaking in foreign language learning. According to Brown (2001), speaking is a productive skill that requires learners to use both linguistic and communicative competence. Similarly, Nunan (1995) states that the ability to speak fluently and accurately is considered the main goal of language learning. However, EFL learners often struggle with speaking due to a lack of exposure to authentic communication, insufficient vocabulary, and fear of making mistakes (Ur, 1996).

Studies by Richards and Renandya (2002) highlight that effective speaking instruction should include interaction, motivation, and meaningful communication. Communicative Language Teaching (CLT) and Task-Based Learning (TBL) approaches have been widely suggested as the most effective methods to improve speaking competence. These approaches encourage students to use English in real-life contexts, enhancing both their fluency and confidence. Moreover, recent studies (Harmer, 2007; Thornbury, 2005) indicate that the teacher's role is crucial in providing feedback, promoting interaction, and creating a positive classroom atmosphere that reduces anxiety and fosters participation.

**Methodology.** This study uses a qualitative descriptive method to analyze the importance of speaking skills for EFL learners. Data were collected through reviewing existing literature, journal articles, and previous research related to speaking competence and EFL instruction.

The analysis focuses on identifying the main challenges faced by learners, effective teaching strategies, and the impact of classroom interaction on students' oral proficiency.

Participants in the reviewed studies were EFL learners from different educational contexts, including secondary schools and universities. The data were analyzed by comparing teaching approaches, students' responses, and the outcomes of various speaking activities. The results aim to provide teachers and researchers with insights into how speaking skills can be effectively developed in EFL settings.

**Findings and Discussion.** The analysis of previous studies reveals that speaking is often considered the most difficult skill for EFL learners to master. The main challenges include limited vocabulary, fear of making mistakes, lack of confidence, and insufficient exposure to English outside the classroom. Many learners also struggle with pronunciation and fluency because they rarely use English for real communication.

However, research findings suggest that communicative teaching methods such as role plays, pair and group discussions, and task-based activities significantly improve learners' speaking performance. These activities provide learners with meaningful contexts to practice speaking and help reduce anxiety by making communication more natural. Moreover, teacher feedback and encouragement play a vital role in building learners' confidence.

Another key finding is that motivation strongly influences learners' willingness to speak. When teachers use engaging topics, interactive games, and supportive classroom environments, students participate more actively and develop fluency faster. In addition, integrating technology — such as using video conversations or online speaking platforms — has been found to enhance pronunciation, listening comprehension, and interactive skills among EFL students.

**Conclusion and Recommendations.** In conclusion, speaking is a fundamental skill that reflects learners' overall language ability. For EFL learners, it serves as a bridge to effective communication, self-expression, and real-life interaction. Despite the challenges such as anxiety and limited exposure, students can achieve significant progress when provided with the right learning environment and teaching strategies.

It is recommended that teachers:

- Use communicative and task-based approaches to create more interactive lessons.
- Provide constructive feedback that focuses on improvement rather than mistakes.
- Encourage pair and group work to promote active participation.
- Integrate technology such as video speaking tasks and online exchanges.
- Foster a positive and supportive classroom atmosphere to reduce students' fear of speaking.

By implementing these strategies, EFL learners can become more confident, fluent, and motivated speakers of English.

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