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## **TEACHING STUDENTS SPEAKING SKILLS**

### **Introduction**

How to improve speaking skill is one of the main problems of most language learners in both EFL and ESL. More attention is paid to teaching vocabulary and grammar than the skills needed to use this vocabulary and grammar. Skills are an essential part of communicative competence. Many students equate being able to speak a language as knowing the language, but success in language learning is measured due to the ability to carry out a conversation in the target language. Thus, if the language learners fail to learn how to speak or do not get any opportunity to speak in the language classroom, they will lose interest in learning the language. This problem is common in EFL contexts where language learners have less chance to speak English. In fact, language learners in EFL context can only have limited speaking activities inside the classrooms.

**Key words:** research, communicative output, speaking activities, competence

Journal of Education and Practice shows that if right activities are taught in the right way, speaking in class can be a lot of fun. This can also raise language learners' motivation

According to the researchers the distinction between the interactional functions of speaking and the transactional functions is that the first one maintains social relationships while the second exchanges information [4, p.27]. Following them, A. Burns added performance as another function of speaking [5, p.56].

Speaking, due to some sources, has seven main functions: **Interaction** – to maintain social relationships; **Transaction** – to exchange information; **Performance** – a more public-facing function, like a presentation or speech; **Informative** – to communicate emotions and feelings; **Directive** – to influence or direct others' behavior, through requests or commands; **Imaginative** – to tell stories, jokes, or create imaginary worlds; **Expressive** – to share thoughts, opinions, and feelings.

The main problem for language learners is connected to talking. One way to solve this problem is to find the root of the problem and start from there. If students feel really shy about talking in front of other students, then you need to break this cultural barrier supporting and encouraging your students by giving feedback to relax shy students to speak more. In this case the students will be patient, and their

confidence will grow in using English and day by day their dependence on using their first language will begin to disappear.

To help students develop communicative efficiency in speaking, instructors can use activities combining language input and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. Communicative output activities involve a similar real information gap. To complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end itself. Accordingly, it is essential for the teachers to know what strategies to use to develop speaking skills.

Researchers note that one of the strategies for developing speaking skills is that language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is giving them particular topics with questions such as greetings, apologies, compliments, invitations, etc. to speak, and it is a way for shy students to lay their speaking foundation. Most language learners regard speaking ability as the measure of knowing a language, but speaking is the oral expression of what you know [1, 2, 3].

According to Jeremy Harmer the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information [6, p.87].

There are many kinds of speaking techniques that the students should know:  
1. Speaking accurately helps the students to convey information to their listeners exactly. If the listeners cannot understand what the students mean, it seems that their speaking is not clear.

2. Speaking clearly is the way the students use spoken language clearly, without confusing language. In speaking clearly, students also need a rich vocabulary to have more choices to deliver information clearly

3. Speaking vividly is the way the students can make their listener interested in their information.

4. Speaking appropriately is important when the students communicate with other people, because in this way students can use the language to the needs, interests, knowledge, and attitude of their listener. It means that students should know how to use 5 W and 1 H (what, whom, where, when, why, and how) in their communication. It can avoid miscommunication with others when the speaker uses question or uses statement.

Understandable speaking skills are based on recollecting right words, grammar and practice. Here, teachers play great roles in correcting their students' mistakes. Harmer states that generally, we can identify four major skills: listening and understanding, speaking, reading and writing. Speaking is productively skill because it can create many words continuously go on. The teacher and students

collaborate with each other. They are a unity, because the teaching and learning process will not run effectively and efficiently without the teacher and students. They carry out several substantial functions at the same time:

1. Teacher as a demonstrator must master the material well that will be learned to their students, the teacher can explain the material clearly and make students understand it well.

2. Teacher as a mediator and facilitator should be able to interact with others by doing some tasks such as accessing the students, planning the learning, implementing the plan, and evaluating the process.

3. Teacher as a corrector. If the students make mistakes, it is the teacher who corrects them to be better cognitively.

4. Teacher as an informer. The teacher is a source of learning material, for instance science, knowledge, technology, etc.

Teaching speaking to young learners is very rewarding, since they are less conscious than older learners. However, the teachers find it difficult, since the learners must master vocabulary, pronunciation, structure, and function to say what they want.

### **Conclusion**

The teacher's role in speaking is essential especially in teaching English, because it influences the students' speaking. The ways the teacher uses to play the role in speaking class are various. The teacher has multifunction during the teaching and learning process. The reasons why the teacher chooses to play that role in the speaking class are: 1. It makes students feel comfortable in attending the lesson. 2. It invites the students to have new ideas to create nice atmosphere into their own class and it brings them to their life. 3. It indirectly tries the teacher to be professional and creative by having good management in the class. 4. The students build their confidence up to be able to speak English fluently. Developing speaking proficiency requires more skills than simply the language learners of vocabulary or grammar descriptions. Unfortunately, most of the language teachers who run conversation courses still devote much of the class time immersing the students with non-communicative activities. The language learners themselves also show few interests in talking. These are just some of the problems that teachers with large classes face when teaching speaking activities in the classroom. These problems are not new, nor are the solutions offered above. In conclusion, to help the language learners develop communicative efficiency in speaking, instructors can utilize activities combining language input and communicative output.

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### **Xülasə**

#### **TƏLƏBƏLƏRƏ DANIŞIQ BACARIĞININ AŞILANMASI**

XXI- ci əsr texnologiyanın çox sürətlə inkişaf etdiyi bir dövr olduğundan bəzi dillər də bu inkişaf ilə əlaqədar dünyada öz yerlərini və əhəmiyyətini müəyyənləşdirir. İngilis dili artıq beynəlxalq arenada çox danışılan dillərdən biri olduğunu təsdiqləyib, belə ki, əksər beynəlxalq konfranslar və tədbirlər; rəsmi danışıqlar və sənədlər bu dildə təqdim edilir. Bu səbəbdən ingilis dilinin orta və ali tədris müəssisələrində tədrisinə diqqət əhəmiyyətli dərəcədə artmışdır.

Tələbələrdə ingilis dilinə olan marağı və təlabatı nəzərə alaraq dili tədris edən müəllimlər yalnız nəzəri yox, həm də praktiki bacarıqların aşılmasında böyük rol oynamalıdırlar. Danışiq bacarığının formalaşması orta məktəbdən başlayıb sonrakı mərhələlərdə təkmilləşir. Bu işdə yeni texnologiyalarının da əhəmiyyəti böyükdür – qısametrajlı filmlər, əyləncə proqramları, qrammatik qaydaların ingilisdilli mütəxəssislər tərəfindən təqdimatı, düzgün tələffüzə kömək edən hekayələrin səli oxunmasını təqdim edən saytlar.və.s. İstənilən mövzuda kifayət qədər material var ki, bu da tələbələrin danışiq səviyyəsinin inkişafına kömək edir. Bir neçə dildə danışmaq və yazmaq müasir gənclər üçün ən yüksək göstəricilər sırasındadır, çünki bu günün tələbəsi sabahın dövlət idarəçisi və təmsilçisidir.

**Açar sözlər:** tədqiqat, kommunikativ nəticə, nitq fəaliyyəti, səriştə

### **Резюме**

#### **ОБУЧЕНИЕ СТУДЕНТОВ НАВЫКАМ РЕЧИ**

Поскольку XXI век — это период стремительного развития технологий, некоторые языки также определяют своё место и значение в мире благодаря этому развитию. Английский язык уже зарекомендовал себя как один из самых распространённых языков на международной арене: большинство международных конференций и мероприятий, официальных переговоров и документов проводятся на этом языке. Поэтому преподаванию английского языка в средних и высших учебных заведениях уделяется значительно больше внимания.

Учитывая интерес и востребованность английского языка среди учащихся, преподаватели иностранных языков должны играть важную роль в привитии не только теоретических, но и практических навыков. Формирование навыков говорения начинается в средней школе и совершенствуется в дальнейшем. В этом вопросе также большое значение имеют новые технологии – короткометражные фильмы, развлекательные программы, изложение грамматических правил англоговорящими экспертами, веб-сайты с аудиочтением рассказов, помогающие с правильным произношением, и т. д. Материалов по любой теме достаточно, что способствует развитию уровня разговорной речи учащихся. Владение устной и письменной речью на нескольких языках – один из самых высоких показателей для современной молодежи, ведь сегодняшний школьник – завтрашний государственный служащий и представитель.

**Ключевые слова:** исследование, коммуникативный результат, речевая деятельность, компетентность

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