



ENHANCING SPEAKING SKILLS OF A2+ LEVEL LEARNERS THROUGH INTEGRATED APPROACHES IN ELT

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Abstract

Speaking is one of the most vital components of second language acquisition. For A2+ level learners, the development of speaking skills is essential not only for academic success but also for everyday communication. This article explores theoretical and practical approaches to enhancing speaking competence among A2+ learners. Drawing on modern pedagogical techniques, including the integration of digital technologies and interactive tasks, it discusses effective classroom strategies and highlights the importance of motivation, confidence-building, and contextual learning, particularly in the Uzbek educational system.

Keywords: *speaking skills, A2+ learners, ELT, communicative competence, digital tools, classroom interaction, Uzbekistan*

Introduction

In the context of English Language Teaching (ELT), speaking plays a central role in enabling learners to express thoughts, share ideas, and engage in meaningful communication. Although its importance is widely acknowledged, speaking has historically been underemphasized in language instruction, often reduced to rote memorization or drill-based activities. Today, the focus has shifted towards cultivating learners' communicative competence—especially for A2+ level students who are in the transitional phase from basic to more independent usage of language.

Main body

Speaking plays a great role in teaching foreign language. Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 2010). One of the essential parts of second language learning and teaching is speaking. Even though its significance, teaching speaking has been undervalued for many years. At this point, just as a repetition of drills or memorization of dialogues, English language teachers have continued to teach Speaking. Generally, today's world demands that the purpose of teaching speaking skills should improve learners' communicative skills, because, only in that way, learners can explain their opinion and learn how to act the cultural and social rules which are suitable in each communicative situations.

There are four components of speaking skill introduced by Heaton (2008: 100), they



are; accuracy, fluency, comprehensibility, and content.

a) Accuracy

Accuracy in speaking means when someone can produce correct sentences in pronunciation, grammar and word choice so it can be understood. There are three components of accuracy. They are pronunciation, vocabulary and grammar.

b) Fluency

Stovall in Asni (2017: 19) defined fluency as the ability to converse with others much more than the ability to read, write or comprehend oral language. In Longman dictionary, fluency is defined as the features that give speech the qualities of being natural and normal. Meanwhile, Simon and Schuster in Amin (2019: 22) defined fluency as:

- (1) the quality of flowing, smoothness, freedom from harshness,
- (2) the ability to write or to speak easily, smoothly, expressively, readiness or smoothness of speech.

c) Comprehensibility

Comprehensibility is the process of understanding of the utterances sent by the speaker done by the listener. Also comprehensibility in speaking means that people can understand what we say and we can understand what they say. Harmer (2008: 107) says that if two people want to make communication to each other, they have to speak because they have different information. If there is a 'gap' between them, it is not a good communication if the people still confuse with what they say.

d) Content

Jacob (2011: 38) explains that content should be clear to the listener so that they can understand what the messages convey and gain information from it. Content refers to how suitable or substantive the explanation toward the object to be explained. To have a good content in speaking, the contents should be well unified and completed.

Speaking is defined as the process of constructing and conveying meaning through verbal and non-verbal elements. According to Heaton (2008), speaking competence comprises four core components: accuracy, fluency, comprehensibility, and content. Accuracy relates to correct pronunciation, grammar, and vocabulary usage. Fluency refers to the smooth, spontaneous flow of speech. Comprehensibility ensures that the speaker's message is understood by the listener, while content pertains to the clarity and relevance of the message conveyed.

Brown (2017) identifies various types of speaking performance to foster speaking development: imitation, responsive exchanges, intensive drills, transactional



dialogues, interpersonal interactions, and extensive monologues. These techniques emphasize both controlled and free practice, allowing learners to progress from basic sentence construction to more complex speech. Activities such as storytelling, debates, role plays, and jazz chants can make speaking practice engaging and purposeful.

In addition, effective classroom interaction is key. Both teacher-learner and learner-learner dialogues play a critical role in encouraging active participation, negotiation of meaning, and real-time feedback.

The advent of digital tools has transformed language instruction. Internet-based resources such as Skype, blogs, chat platforms, and educational apps enable learners to communicate in authentic settings. As Khan (2015) states, well-designed online environments can be interactive, learner-centered, and effective. Teachers can enhance classroom practice by integrating these tools to create blended learning experiences that support speaking skill development.

Many learners face psychological obstacles such as fear of making mistakes or being judged. Teachers must create a safe and encouraging environment to reduce anxiety and build learners' willingness to communicate. Encouragement, constructive feedback, and recognition of progress can significantly enhance speaking performance.

Methods such as dramatization, improvisation, and personalized tasks can help learners overcome language barriers. As Goh (2011) emphasizes, speaking confidence grows when learners are given meaningful tasks and opportunities to interact authentically.

In Uzbekistan, the demand for English proficiency is increasing. Educators are actively integrating modern methods to enhance speaking skills among school pupils. Researchers such as Shchukin (2009) advocate for the use of creative and technological approaches—project work, audiovisual tools, role plays—to bridge the gap between theoretical instruction and real-life communication.

Despite challenges, including overcrowded classrooms and a literature-heavy curriculum, progress is evident. Teachers are encouraged to balance language and literature, allocate sufficient time for oral practice, and include speaking activities in assessment.

Conclusion

Speaking is not merely a language skill—it is the gateway to real communication. For A2+ learners, structured speaking instruction, coupled with innovative methods and supportive classroom dynamics, can lead to significant gains in fluency and confidence. In Uzbekistan and beyond, empowering pupils through engaging, interactive, and contextually relevant speaking activities is essential for building



effective communicative competence.

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