

DEVELOPING ENGLISH SPEAKING SKILLS THROUGH MULTIMEDIA APPLICATIONS

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Abstract: *This article examines the implementation of effective educational multimedia platforms in the educational process, specifically in the teaching of English.*

Keywords: *multimedia applications, language teaching, pedagogical approaches*

Аннотация: *Данная статья рассматривает вопросы внедрения эффективных образовательных мультимедийных платформ в учебный процесс, а именно в преподавание английского языка*

Ключевые слова: *мультимедийные приложения, обучение языкам, педагогические подходы*

Annotatsiya: *Ushbu maqolada ta'lim jarayonida, xususan, ingliz tilini o'qitishda samarali ta'lim multimedia platformalarini joriy etish ko'rib chiqiladi.*

Kalit so'zlar: *multimedia ilovalari, til o'qitish, pedagogik yondashuvlar*

In today's digital world, multimedia applications—such as videos, podcasts, mobile apps, virtual reality (VR), and interactive language platforms—play a significant role in helping learners improve their English-speaking skills. These tools provide authentic contexts, visual and auditory input, and opportunities for practice and feedback that go beyond traditional classroom methods.

The integration of multimedia technology into English language learning has transformed how learners develop their speaking skills. According to Mayer [1], multimedia learning involves the combination of words and pictures to foster deeper understanding. By using digital resources such as videos, podcasts, interactive software, and virtual reality environments, learners gain authentic and contextualized exposure to the English language [5].

The main objectives to implement multimedia applications to the teaching process are: to enhance learners' pronunciation, fluency, and confidence in speaking English; to encourage autonomous and interactive language learning; to integrate real-life communication through multimedia resources.

Multimedia applications provide learners with access to authentic pronunciation models and communication scenarios. Bahadorfar and Omidvar [1] emphasize that technology not only motivates learners but also offers opportunities for self-paced oral practice.

For instance, video-based tools like YouTube or TED Talks help students observe tone, body language, and pronunciation of native speakers [10]. Audio-based materials such as podcasts improve listening comprehension, which is a key component of successful speaking performance [6].

Furthermore, mobile applications like ELSA Speak and HelloTalk utilize artificial intelligence and social interaction to promote pronunciation accuracy and spontaneous conversation [3]. Virtual reality programs such as Mondly VR immerse learners in simulated communication situations, enabling real-time oral practice.

Among the most effective pedagogical approaches, the following should be mentioned: Task-Based Language Learning, Communicative Language Teaching, Flipped Classroom, Blended Learning.

Several methodological approaches support the use of multimedia in speaking instruction. Ellis [4] notes that TBLL provides opportunities for learners to perform meaningful communicative tasks, which multimedia can simulate effectively.

Similarly, CLT encourages interaction and authentic speech production through technology-mediated exchanges [8].

A Flipped Classroom model, as proposed by Bergmann and Sams [2], allows learners to study multimedia materials before class and practice speaking during in-class discussions.

We believe that the use of multimedia, along with practical strategies such as “Use short video clips” as prompts for discussions or role-plays, “Record and evaluate one’s own speech” using speech-recognition apps, “Join online speaking communities” (e.g., Tandem, Speaky, Discord groups), “Create podcasts or vlogs” to share personal opinions in English, and “Incorporate AI chatbots (like ChatGPT or ELSA)” for simulated conversations., contributes to the development of foreign language speaking skills and increases motivation and interest in language learning.

Let's look at the types of multimedia that can be used in the learning process as an educational tool, and also consider ways to improve language skills through the use of multimedia applications in the classroom (Table 1):

Table 1. Role of multimedia in developing speaking skills

Multimedia type	Examples	How it improves speaking
Video-based learning	YouTube, TED Talks, film clips	Learners observe pronunciation, tone, and body language of native speakers. They can mimic and role-play dialogues.
Audio applications	Podcasts, audiobooks, voice notes	Improves listening comprehension, accent imitation, and spontaneous speech responses.

Mobile learning apps	Duolingo, ELSA Speak, HelloTalk	Offer interactive speaking exercises, AI-based pronunciation feedback, and peer conversation practice.
Virtual reality (VR) & AR	Mondly VR, Immerse	Simulates real-world scenarios where learners practice speaking in immersive contexts (e.g., at a restaurant, airport).

Having analyzed the properties of a number of multimedia applications, we consider it appropriate to highlight the benefits of their implementation in the teaching of foreign languages in general, and English in particular:

- increased motivation and engagement,
- exposure to authentic accents and contexts,
- immediate feedback and self-assessment,
- flexibility and learner autonomy,
- enhanced pronunciation and confidence [1,10].

But along with the benefits, it is necessary to recall the possible challenges and problems that may arise when using multimedia in foreign language lessons:

- dependence on technology and internet access,
- limited teacher guidance in self-learning,
- risk of focusing too much on entertainment rather than learning goals,
- variation in content quality across apps [7,9].

Conclusion

Multimedia applications offer a dynamic and interactive environment for developing English speaking skills. However, to maximize their benefits, teachers must ensure that multimedia use is purposeful and aligned with communicative goals [7,8].

When thoughtfully integrated into learning programs, they enhance not only fluency and pronunciation but also motivation and cultural awareness. The key is guided, purposeful use of multimedia tools rather than passive consumption.

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