

## ENHANCING SPOKEN ENGLISH FLUENCY IN TEEN LEARNERS THROUGH AI NON-STATE EDUCATION CENTERS

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### ABSTRACT

English language study has become an integral component of education due to its growing globalisation and importance in personal and professional growth. Despite the availability of different instructional approaches, the difficulty of teaching speaking remains a chronic issue. The purpose of this study is to analyse the speaking proficiency of 16-year-old students in Uzbekistan's non-state educational centres, identify frequent learning challenges, and assess the effectiveness of various teaching methodologies. The study lasted three months and used three main methodologies: classroom deployment of three speaking improvement approaches, an online survey to evaluate student viewpoints, and face-to-face interviews to acquire a deeper understanding of their attitudes towards these methods. The literature review focusses on two major learning theories—traditional cognitive psycholinguistic and sociocultural approaches—and their implications for speaking teaching. The findings indicate that, while students gain from interactive and communicative approaches, problems such as fear of making mistakes, lack of confidence, and trouble developing ideas impede their speaking development. The study concludes that using organised and communicative output approaches improves students' speaking abilities and confidence. The findings are useful for educators looking to improve speaking training in EFL environments.

**Keywords:** English Language Learning, Speaking Skills, Teaching Strategies, Language Acquisition, Communicative Approach

### INTRODUCTION

In these days, learning English language is becoming well-known and common part of people's lives since it is crucial to enhance and bring positive shifts to their lives. As a consequence of the popularity and globalization of English language, many scientists constantly do researches in order to identify the key factors and the most appropriate methods of teaching it. even though, there are uncountable techniques to instruct learners, there are also some significant challenges noted by the scientists such as Zuengler, Sfard, Pinter, Harmer, Richard and others. To be more precise, these difficulties especially occur while teaching speaking. The present study aimed to analyze the level of English language in 16 years old students of non-state education centers in Uzbekistan, identify the most common difficulties among learners, determine and analyze the results of the methods utilized in classes and conduct a survey and interview to have a clue about the attitude of students towards these strategies of improving speaking.

The main purpose involved the fulfilment of following research objectives.

1. Analyze the level and age of students in non-state education centers.
2. Practicing three different methods to enhance their speaking during the lessons in 3months.
3. Conducting an online survey to know the perspectives of students about learning speaking.
4. Organizing face-to-face interview with the participants.

### LITERATURE REVIEW

In fact, there are two primary language learning methods. First one is called as traditional cognitive psycholinguistic theories. Moreover, second type of those theories is named recent sociocultural theories. The first type of language learning theories focuses on students' internal cognitive and psycholinguistic processes while learning languages. The second psycholinguistic view emphasizes social interaction and networking in language learning. Based on their various ontological origins, these two views are frequently considered as conflicting, incompatible and parallel (Zuengler & Miller, 2006).

In one of the most influential articles, two metaphors are utilized to express these two views of learning. To be more precise, in the psycholinguistic tradition, **acquisition metaphor** describes learning as accumulating and storing information. Nevertheless, in the sociocultural view, **the participation metaphor**, provides the ideas which are actively participating, becoming a part of some crucial topics. (Sfard, 1989).

There might be a consideration about the acquisition metaphor. To be specific, the acquisition metaphor may be viewed as **apt metaphor** in the classes which students work on grammar-translation. However, the actual purpose of the acquisition metaphor is obsolete in modern communicative foreign language classrooms. For the reason that, in these classes, language is actually prioritized. Hence, communicative foreign language teaching doesn't concentrate to solely acquire language knowledge, specifically, lexis and grammar rules, instead, its main impact is basically on improving meaningful communication. Undoubtedly, it is a characteristic of the participation metaphor. (Sfard, 1998).

Of course, for some people and language learners, speaking might cause some concerns. Additionally, teaching speaking also create some issues for teachers and instructions. According to data, especially, in Indonesia teacher find teaching speaking to young learners challenging as young learners also consider learning speaking as a great challenge. Because, it requires them to think and speak at the same time. (Pinter, 2000).

There are numerous genres and situations. As far as everyone knows, the primary purpose of teaching and learning speaking is undoubtedly communicative advancement. Teachers always require learners to be able explain things in a proper and understandable way by using their present proficiency to the fullest. (Harmer, 2007).

Students should learn many different aspects. Furthermore, teaching speaking can be described as teaching students to:

- Generate the English speech sound and sound patterns
- Avoid monotone, and learn how to use words and sentences stress, intonation patterns and the rhythm of the second language.
- Choose appropriate words based on the context, proper social setting, audience and situation.
- Organize their thoughts and ideas in a meaningful, proper and logical sequence.
- Utilize and take advantage of the language as a mean of respecting and arguments.
- Use the language quickly without any unnatural pauses. It is scientifically called as **fluency**.

To assist students to improve and evolve their communicative efficiency in speaking, it is advisable and preferable for teachers to utilize some balanced approaches, which include language input, structured output and communicative output (Richard, 2008).

Some argue that teaching speaking to young learners is very remarkable and considerable thing, because they are less-conscious than older learners. Moreover, in some cases, teachers also consider

teaching young students as difficult thing since they have to master vocabularies, pronunciation, structure, function in order to say what they desire (Phillips, 1993).

The major part of teaching and learning will be oral. Furthermore, there two guiding techniques in teaching speaking to young generation. Firstly, meaning should come first as if children do not understand the spoken language and points, it is extremely difficult for them to learn it. Secondly, children should be active in discourse and communicate more, and at the same time, they should build up knowledge and skill for participation. As consequence, it is obvious that real native people are crucial in order to enhance the learning process (Cameron, 2001).

### **METHODOLOGY**

The experiment of this research and techniques were conducted during 3 months. Especially, the students who were from non-state learning centers participated actively and tested their abilities in speaking. Most of the students are the member of intermediate and upper- intermediate level. Their age is over fifteen. The stage also included identifying conventional ways of improving speaking skills. Furthermore, it consisted of exploring new and common techniques of teaching speaking. Precisely, they are “**Debates**”, “**Questions Why**”, “**Box items**” and “**Face-to-face speaking**”. Students were tested by these four methods to while practicing their speech in English. Once a week, a number of speaking clubs were organized with a large number of students for the development of public speech. Duration (**December-February, 2024-2025**)

Conducting the experimental part of the research. **Google survey** on the internet and **personal interview**. These two methods identified the perspectives and results of the four methods used in 3 months. Analyzing the responds of participants lasted a month (**February**).

### **DATA ANALYSIS.**

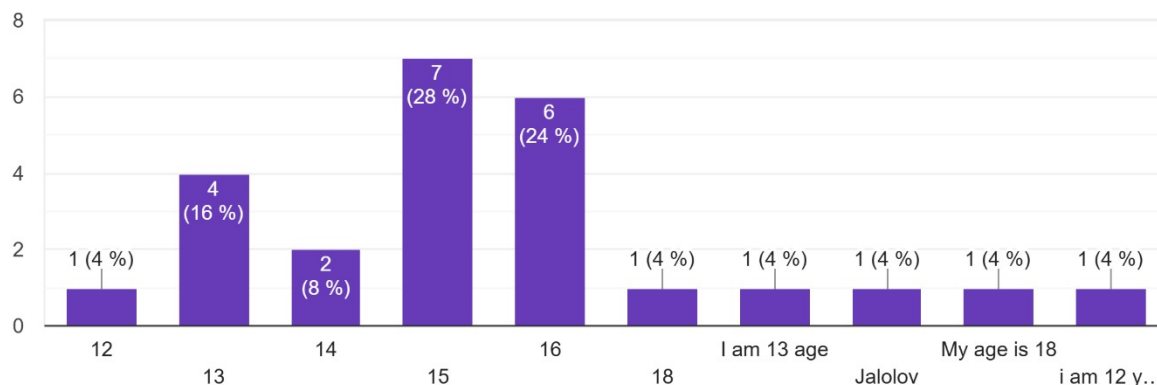
The data for this scientific research was conducted by using two different methods. First one is Google survey and second one is interview with participants. Five of participants were interviewed and 22 students participated in google survey. The first technique was identifying students’ perspectives about their speaking and the results of the methods which were used in 3 months.

**The analysis of Google survey.**

Names of participants	Google survey	Interview
Ayubxon	✓	✓
Gulzoda	✓	
Sardor	✓	
Farzona	✓	
Humoyun	✓	
Asomiddin	✓	
Aziza	✓	
Madina	✓	
Shaxriyor	✓	
Oybek	✓	
Kumush	✓	
Hasanboy	✓	
Madinaxon	✓	
Ozod	✓	
Anvar	✓	
Saidikrom	✓	
Shaxzoda	✓	
Ruxshona	✓	
Jasur	✓	
Mohichehra	✓	✓
Xursand	✓	✓
Ulug'bek	✓	✓

2.What is your age?

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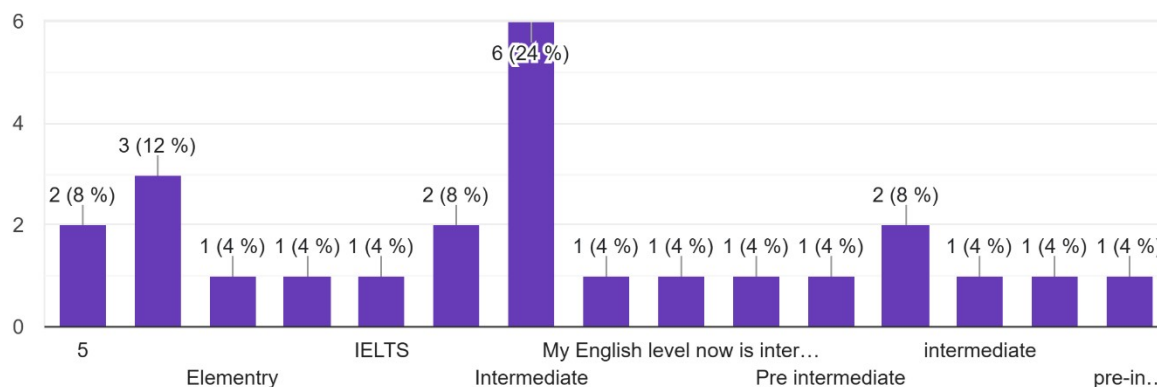


Ac

cording to the data, most of the participants were over than 15 years old.

3.What is your English level now?

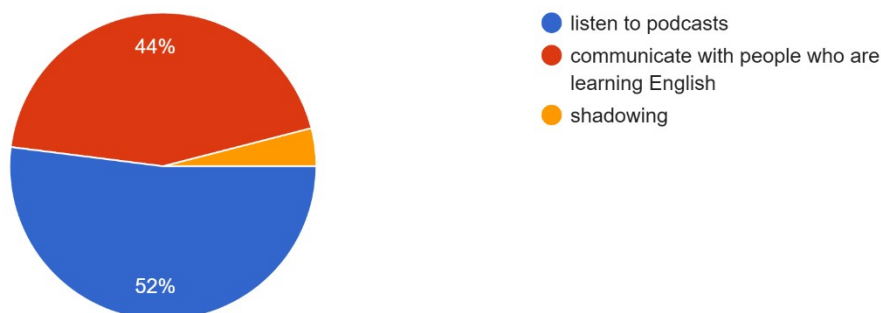
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To be more precise, most of the participants study in intermediate level.

4. What do you do to enhance your speaking?

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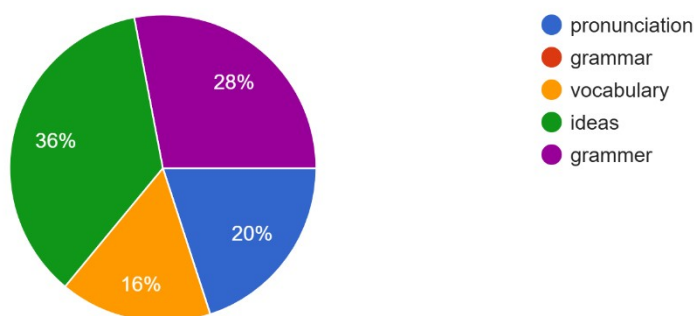


In order to find the most appropriate form of learning and teaching speaking to students, they were required to share their own experience. As it is clear in the diagram, 52% of the participants try to

improve their speaking by listening to podcasts. When they were asked how it is beneficial for their speech, they responded that it is only helpful to improve their pronunciation. But they don't take any advantage to speak fluently and have ideas. Although, communicating with people who are learning English doesn't show the highest proportion, it is considered beneficial by participants to enhance both pronunciation and idea generation.

5. What is really challenging for you while speaking?

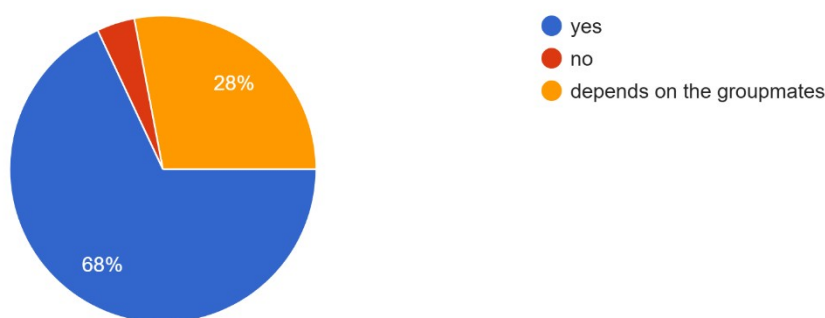
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The diagram clearly demonstrates the highest proportion of students who are suffering from ideas with 36%. During the research and practicum with students, it was also noticeable that idea generation is the most challenging part for students. Furthermore, 28% of them voted for grammar which is also common weakness among learners. In contrast to this, vocabulary and pronunciation also causes some issues for students even though their percentage is lower than other two options.

6. Is group working crucial to improve speaking skills?

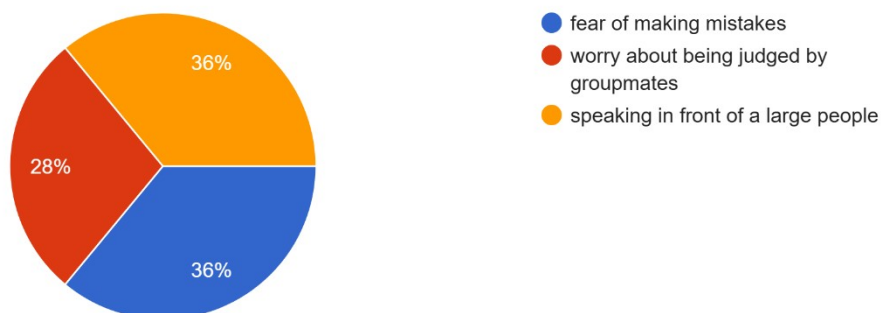
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The diagram clearly demonstrates that almost all participants (68%) voted for “yes” option as they benefit a lot by working in a group. When they are asked why they prefer group working rather than individual work, their respond was all about ideas and confidence. Although the proportion for “yes” was the highest, students who consider the quality of groupmates as a crucial part of learning were a lot too with 28% respectably. In contrast to this, only 4% of students voted for the option “no” because the awareness among a lot of people.

7. What makes you feel nervous about speaking in a class?

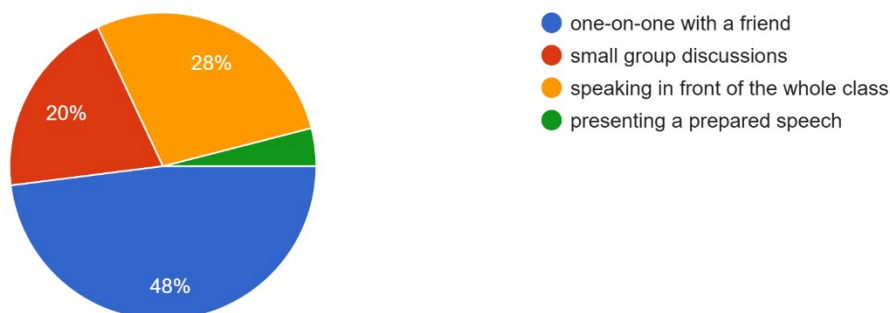
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It is obvious from the diagram, that students who voted for “fear of making mistakes” and “speaking in front of a large people” were remained same with 36% respectably. Because when they were interviewed by the researcher, they also confirmed that they feel inconvenient to speak in front of people because of lack in a confidence. To be more precise, their main concern is people’s perspective about their speech. When it comes to students who thought the most challenging to thing to speak is definitely making mistakes, we can see it is also about confidence. Therefore, the research was conducted by the methods which assist students increase their confidence and have more ideas for given topics. On the other hand, the percentage of the participants who worries about being judged by their groupmates was also significant. It demonstrates 28%. As a result, it is not straightforward to identify that students have mainly struggle to show their speaking abilities in front of other people.

8. In which situations do you feel most comfortable speaking?

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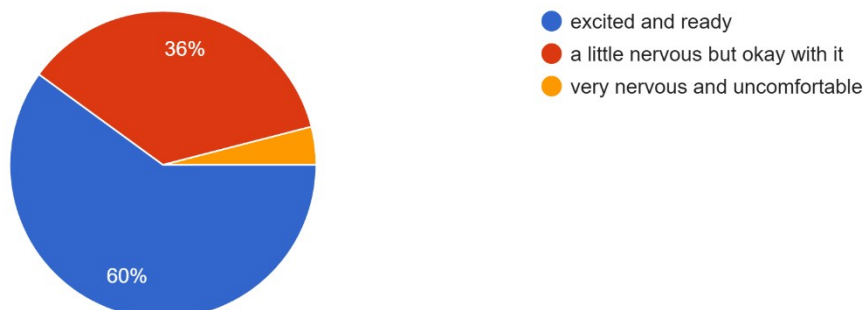


The proportion of the students who voted for one-on-one with a friend was significantly higher than other options with 48%. For the reason that, as most students suffer to speak in front of a lot of people, they usually desire to have a conversation individually. The main reason for that is of course the hesitation and the relationship between groupmates. Moreover, they dislike showing their disabilities in speaking in English to other members. On the other hand, a great deal of students with 28% feel convenient to speak in a public. When they were questionnaires in the interview, they responded as they took advantage of the group work too. According to their responses, working in a

team creates an opportunity to brainstorm ideas and increase their self-esteem swiftly. 20% of the participants for small group discussions and only 4% of them chose presenting a prepared speech.

9. How do you feel when the teacher calls to to speak?

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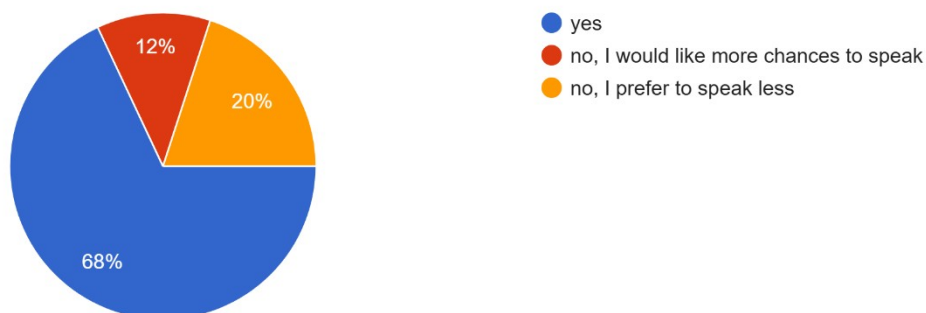


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% of the students are excited and ready when the teacher requires them to speak. For the reason that they feel convenient to speak give their ideas. The primary reason of it is obviously checking their knowledge and correcting their mistakes by the assistance of the teacher. Although, 36% of the participants are a little nervous to speak, 4% of the students are still very nervous and uncomfortable.

10. Do you think you get enough opportunities to speak in a class?

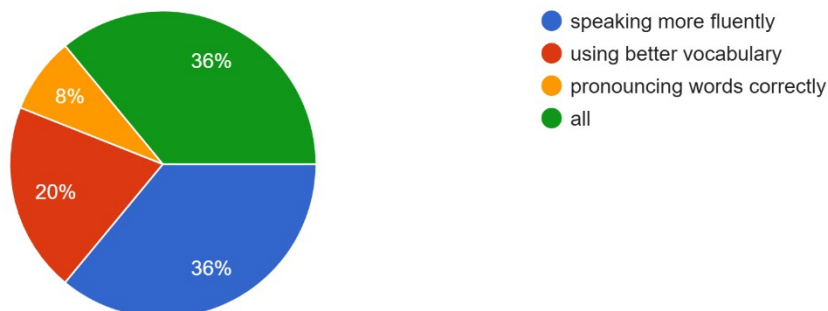
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According to the results of the methods used in classes, 68% of students had enough chances to speak in a group no matter how many students are in their group. Because, the most interactive methods were used to engage students in group activities to enhance their speaking. Even though 12% of students prefer more chances to speak, 20% of them are still unsure and aware of speaking in public.

11. Which speaking skill would you like to improve the most?

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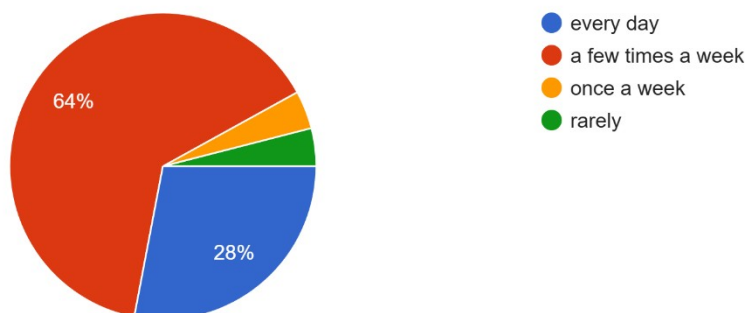


Based

on the results, majority of students desire to improve all skills such as speaking more fluently, using better vocabulary and pronouncing words correctly, while the same number of students want to focus on fluency with 36% respectively. Moreover, 20% of the students have difficulties with vocabulary as far as 8% of the participants struggle with pronunciation.

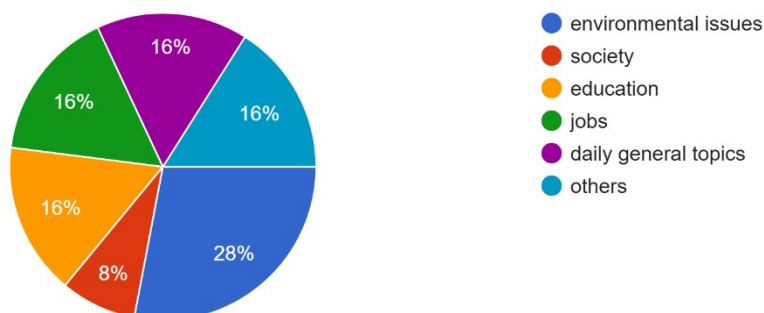
13. How often do you practise speaking outside of class?

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14. Which topics are intriguing and engaging for you to speak?

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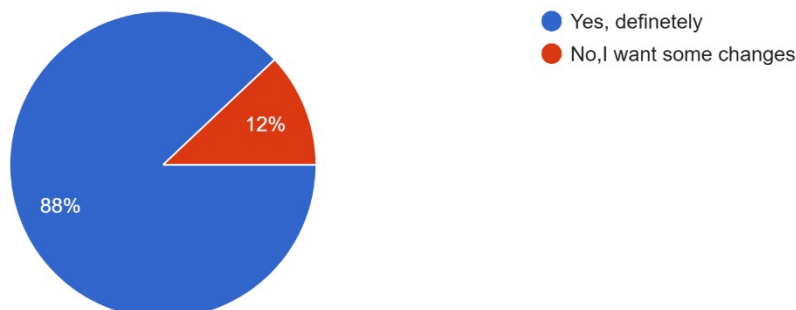


In order to identify students’ interests in special topics, they were asked several questions both in the survey and interview. Furthermore, during the process they were regularly tested with various topics. Results are clear. Majority of students with 28% have curiosity towards environmental

issues while only 8% are keen on society. Spectacularly, the percentage of the participants who have interests for educational topics, jobs and daily general topics demonstrated the same quantity, 16%.

15. Do you find the activities useful which are used by the researcher? (Shaxzoda Ergashxo'jayeva)

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**Th**

### **e transcript of interviews with participants.**

#### **Questions of the interview:**

1. What kinds of problems have you faced until using these techniques?
2. Which of the techniques were difficult or useless for you?
3. Which one was so beneficial in improving speaking skills?
4. Individual or group work?

#### **Answers**

**Xursand:** (intermediate, 16 years old)

1. I had some **grammar problems** before we used these techniques with our teacher.
2. In my perspective, all techniques were so useful. Because they forced me to think and answer fast and speaking about the situation subjectively.
3. **Taking objects** was so funny and useful for me, because, I improved my imagination and **got lots of ideas** by speaking non-stop about the things I have taken first from the box.
4. I think both are important, however **group work** is more useful, because students can exchange **their ideas** together.

**Ulug'bek** (intermediate, 15 years old)

1. **Grammar** and **connecting ideas** were so difficult for me before the research.
2. For me, **the box** was so challenging but anyways it was so helpful to think creatively and quickly.
3. As I study in a group, I found **individual work** and **debate** so helpful. Because individual work seemed as a new way of practicing speaking. Specifically, no one listens and glances at you. Just you and the teacher. Also, I liked **debates**. For the reason that not all students think well and answer quickly towards some situations. In this case, I was able to **acquire a lot of ideas** and conclusions by listening other students' perspectives in different spheres. It led to a comparison between my ideas and others' opinions. Overall, I was able to see and think the statements from different view.
4. Absolutely, **group work** as it is helpful to **get ideas** and enhance speaking in a fast way.

**Mohichehra** (intermediate, 15 years old)

1. **Lack of ideas** and **confusion** while expressing my ideas.
2. None of them was unnecessary. However, I had some difficulties in **a debate** to give my ideas.

3. The most efficient one was **also debate**. Because, after participating regularly in debates during the class, I was able to think differently and **provide my own clues** in front of others. Moreover, I realized that not all thing which are true for me are the same for others. I learnt to respect others' opinions and changed some personal clues of mine.

4. I prefer to learn in **a group**, especially, for speaking. Because, in a group I **can get ideas** and increase **my confidence** to speak.

**Madina** (intermediate, 14 years old)

1. I had a problem with **my vocabulary**. While speaking I used to avoid new words as I couldn't make them active in my speech. Also, **grammar** was difficult.

2. **The items in the box** caused some challenges for me. Since grammar is challenging for me, I confused the tenses to connect **my ideas**. However, in the end, I understood I took a lot of benefits from it. But for the students who have no problem with grammar, it was the best one. As it is both intriguing, funny, interactive and useful.

3. **Individual and debate**. They gave me opportunity to speak more. As I'm so keen on speaking English, it was a great chance to argue and discuss topics with a lot people. I didn't only speak, instead I also **got many ideas**. When it comes to individual speaking, I found it really helpful too. Because, there are some times that I can't speak in front of people, therefore individual work is also helpful. Because, there is no comparison, shame and time limit in it.

4. Both can be beneficial of course. However, I like studying **in a group** as it is easy to **acquire ideas** and organize funny and memorable moments.

**Ayubxon** (intermediate, 15 years old)

1. **Vocabulary** and **grammar** were challenging for me before using these 4 techniques, however during the process I was able to improve them.

2. **“Question why”** was difficult for me. Because, when my teacher asked me the reason of others' statements, I wasn't able respond quickly because **of not enough ideas**.

3. **Speaking about the item in the box and debate** were so interesting and useful for me. Because, I learnt how to think fast by playing this game. Yeah, yeah, right, we didn't only learn how to speak fluently, but we had fun too. Moreover, I **got a lot of ideas** and learnt how to approach creatively towards every situation.

4. I would definitely choose **learning in a group** as it helps me improve my speech by practicing regularly with my course mates.

## CONCLUSION

The purpose of the article is to identify the most suitable approaches to teach speaking and the difficulties students have in classes. During the reasearch, students were asked about the concerns of speaking in this foreign language in front of other people, various techniques and the most interactive methods were utilized during the 3 months to teach speaking in English, after these lessons, participants attended online survey and provided their personal points and finally, face to face interviews were held on by the researcher. Based on these discussions and resources, a number of conclusions may be given regarding teaching speaking to students:

1. Students' main concern is confidence to speak and give their ideas in front of many people.
2. The second main problem while learning English is a lack of ideas and generating them.
3. The significance of group learning rather than individual approach is noticeable.

Some recommendations are essential to note as they were discovered:

1. Interactive activities such as "**Why**", "**The box**", "**Debates**" and others play a dramatic role to acquire ideas from other students and force them to think objectively and immediately about any given topics.
2. Regular group discussions provides opportunity for students to compare their ideas and views with others. Hence, they are able to speak fluently and change their worldview in a positive way.
3. Instant requirements and improvements while discussing develops learners' abilities in grammar and vocabulary.
4. Interactive methods which were mentioned are more beneficial in teaching speaking in foreign language rather than traditional learning system. More research and findings are also necessary to evolve the process of teaching English language, especially speaking. For the reason that new approaches and methods always attract learners to speak and practice more.

As teaching requires constant development and positive shifts, many experiments focusing on up-to-date information instructional strategies and the proficiency of teachers are still necessary!

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