THE ROLE OF INTERACTIVE GAMES IN IMPROVING SPEAKING SKILLS OF A2 LEVEL LEARNERS

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Annotation: *This study investigates how interactive games can help A2-level ESL learners improve their speaking skills. Many learners at this level feel shy and lack confidence when speaking English in class. The research focused on using simple speaking games such as role-plays, guessing games, and group discussions during English lessons. The study was conducted with 15 students from grades 8–9. The findings show that interactive games increase students’ participation, motivation, and confidence in speaking English. In addition, learners became more active in classroom communication and improved their pronunciation and vocabulary usage. Overall, the study highlights the importance of using game-based activities to support speaking development in language classrooms.*

Keywords: speaking skills, interactive games, A2 level learners, ESL students, learner confidence, classroom communication

Аннотация: *Данное исследование рассматривает, как интерактивные игры помогают учащимся уровня А2 улучшить навыки говорения на английском языке. Многие учащиеся этого уровня испытывают застенчивость и неуверенность во время устной речи на английском языке. Исследование было сосредоточено на использовании простых речевых игр, таких как ролевые игры, игры на угадывание и групповые обсуждения во время уроков английского языка. Исследование проводилось с участием 15 учащихся 8–9 классов. Результаты показали, что интерактивные игры повышают активность учащихся, их*

мотивацию и уверенность при говорении на английском языке. Кроме того, учащиеся стали более активно участвовать в общении на уроках и улучшили своё произношение и словарный запас. В целом исследование подчеркивает важность использования игровых методов обучения для развития навыков говорения на уроках иностранного языка.

Ключевые слова: навыки говорения, интерактивные игры, учащиеся уровня A2, учащиеся ESL, уверенность учащихся, коммуникация в классе

Annotatsiya: *Ushbu tadqiqot interaktiv o‘yinlarning A2 darajadagi ESL o‘quvchilarining speaking ko‘nikmalarini rivojlantirishdagi ahamiyatini o‘rganadi. Bu darajadagi ko‘plab o‘quvchilar ingliz tilida gapirish jarayonida uyatchanlik va ishonchsizlikni his qiladilar. Tadqiqot davomida role-play, guessing games va group discussions kabi oddiy speaking o‘yinlaridan foydalanildi. Tadqiqot 8–9-sinfdagi 15 nafar o‘quvchi ishtirokida olib borildi. Natijalar shuni ko‘rsatdiki, interaktiv o‘yinlar o‘quvchilarning darsdagi faolligi, motivatsiyasi va ingliz tilida gapirishdagi ishonchini oshiradi. Bundan tashqari, o‘quvchilar sinfdagi muloqotlarda faolroq qatnashib, talaffuz va lug‘at boyligini ham yaxshiladilar. Umuman olganda, tadqiqot speaking ko‘nikmalarini rivojlantirish uchun o‘yin asosidagi faoliyatlardan foydalanish muhimligini ko‘rsatadi.*

Kalit so‘zlar: speaking ko‘nikmalari, interaktiv o‘yinlar, A2 darajadagi o‘quvchilar, ESL o‘quvchilari, o‘quvchi ishonchi, sinfdagi muloqot

Introduction: Speaking is one of the most important skills in learning English. However, many A2-level learners experience difficulties when trying to speak English in class. Students often feel nervous, shy, or afraid of making mistakes while speaking. Limited vocabulary knowledge and lack of speaking practice also make communication difficult for learners. As a result, many students avoid participating in classroom discussions and activities. Interactive games can make speaking lessons more enjoyable and less stressful for students. Games create a friendly classroom

atmosphere where learners feel more comfortable expressing their ideas. They also encourage students to communicate naturally with classmates and practice using English in real situations. This study focuses on how interactive games can improve speaking skills and increase learners' confidence during English lessons.

Background: Speaking plays a central role in language learning because it allows learners to communicate their thoughts, opinions, and feelings. According to Harmer (2007), speaking activities help students develop fluency and accuracy in language use. However, many English learners struggle to speak confidently due to fear of mistakes and lack of practice opportunities. Researchers emphasize that interactive activities are important for improving speaking performance. Games, role-plays, and pair-work activities create opportunities for meaningful communication and active participation. Wright, Betteridge, and Buckby (2006) explain that language games help learners use language in a relaxed and motivating environment. These activities reduce anxiety and encourage students to practice speaking more freely. In addition, communicative language teaching supports the idea that learners improve speaking skills through interaction with others. Vygotsky's social learning theory also suggests that communication and cooperation play an important role in language development. Through interaction with classmates, learners can improve pronunciation, vocabulary, and sentence structure naturally. Previous studies have shown that students who regularly participate in speaking games become more confident and active in lessons. Interactive methods also increase motivation and help learners remember language more effectively. Therefore, using games in speaking lessons can be an effective strategy for improving oral communication skills among A2-level learners.

Objectives: The research was conducted with 15 students from grades 8–9 at Bristol Education Center in Mingbuloq district, Namangan region. The main objective of the study was to examine how interactive games can improve students' speaking skills and confidence in English lessons.

Methodology: The study was designed as classroom-based research using both qualitative and quantitative methods. The research was conducted during regular English lessons at Bristol Education Center. The participants included 15 A2-level students from grades 8–9. Data were collected through classroom observations and questionnaires. During the lessons, students participated in different interactive speaking games such as role-plays, guessing games, information-gap activities, and group discussions. Classroom observations focused on students' participation, confidence, and communication during activities. The questionnaire included multiple-choice and short-answer questions about students' attitudes toward speaking English and interactive games. The data collection process lasted for two weeks. In the first week, students practiced speaking through various games and communicative activities. In the second week, students completed questionnaires based on their classroom experiences. At the beginning of the study, many students felt shy and avoided speaking English during lessons. However, after participating in interactive games, learners became more active and willing to communicate with classmates. A supportive classroom environment helped students feel more comfortable when expressing their ideas in English.

Results: The findings of the study show that interactive games had a positive impact on students' speaking skills and classroom participation. Most students reported that they enjoyed speaking lessons more when games were included in activities. The results show that role-play and guessing games were the most popular activities among students. Many learners stated that these activities helped them speak more naturally and improve their pronunciation. Group discussions and pair-work activities also encouraged students to communicate more confidently with classmates. The questionnaire results indicate that students often feel nervous when speaking English in front of others. However, after participating in interactive speaking games, many learners reported feeling more confident and less afraid of making mistakes. The

findings also reveal that students improved their vocabulary usage and sentence formation through communicative activities. Learners became more willing to ask and answer questions during lessons. In addition, classroom observations showed that students used English more frequently during pair and group activities compared to traditional lessons. Another important result is that interactive games increased students' motivation to participate in lessons. Learners appeared more interested and engaged during speaking tasks. Most students stated that games made lessons enjoyable and helped them practice speaking without pressure.

Discussion: The results of this study demonstrate that interactive games are effective tools for improving speaking skills among A2-level learners. Students became more confident and active when lessons included communicative games and pair-work activities. These findings support Harmer's (2007) view that speaking activities should encourage learners to communicate naturally and meaningfully. The study also shows that games reduce students' anxiety and fear of making mistakes. Many learners initially avoided speaking English because they lacked confidence. However, after participating in interactive activities, students became more comfortable using English in class. This supports Wright et al. (2006), who argue that language games create a relaxed and motivating learning environment.

Furthermore, the findings indicate that students improved not only fluency but also vocabulary usage and pronunciation. Through repeated communication during games, learners practiced using language in realistic contexts. This helped students develop better speaking habits and communication strategies. However, some challenges still remained. A few students continued to experience difficulties in pronunciation and sentence formation. This suggests that speaking improvement requires continuous practice and teacher support. Teachers should therefore combine interactive games with structured speaking exercises and regular feedback. Overall, the study highlights that interactive games can significantly improve students' speaking confidence,

motivation, and classroom participation. Using games regularly in English lessons can help learners develop stronger communication skills and enjoy language learning more effectively.

Conclusion: This study explored the role of interactive games in improving speaking skills among A2-level learners. The findings show that many students experience difficulties in speaking English because of limited vocabulary knowledge, fear of mistakes, and lack of confidence. The research demonstrates that interactive games are highly effective in supporting speaking development. Activities such as role-plays, guessing games, and group discussions increased students' participation and motivation during lessons. Learners became more confident in expressing their ideas and communicating with classmates in English. The study also revealed that students improved their pronunciation, vocabulary usage, and fluency through communicative activities. However, some learners still faced challenges in sentence formation and pronunciation, showing the need for continuous speaking practice and teacher guidance. In conclusion, interactive games provide a simple and effective way to improve speaking skills in language classrooms. Teachers should include more game-based and communicative activities in lessons to create a supportive learning environment and help students become confident English speakers.

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