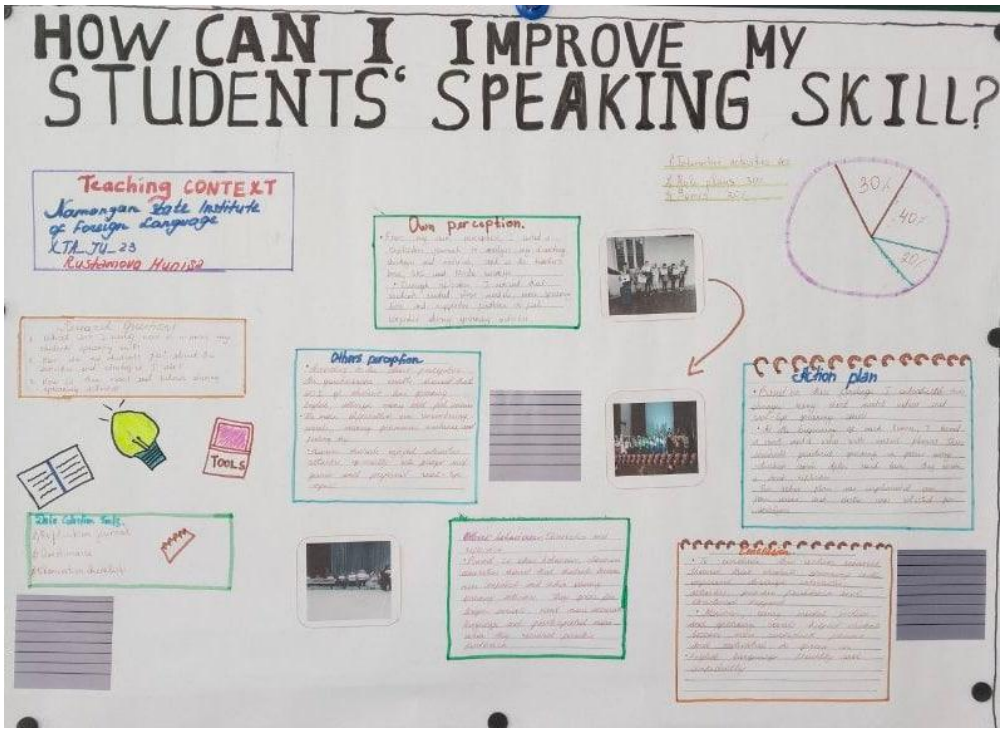
IMPROVING STUDENTS SPEAKING SKILLS DURING ENGLISH LESSONS.

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I am a third year student at Namangan State Institute of Foreign Languages. I am currently observing children during the practicum at Novda National School. The class I observed was 8th grade students. There are 16 pupils in this class with 8 boys and 8 girls. When I was teaching and observing the lessons I noticed that a lot of students know the grammar rules and have vocabulary. However they do not feel confident when they have to speak in English. Most of them are shy and afraid of making mistakes. This made me think about how to improve students speaking skills and confidence during English lessons.



Research Project Description

My research project is about improving students speaking skills during lessons. I chose

this topic because speaking is an important part of learning a language.. In reality many students do not use English actively in class. I think that with the activities and support students can become more confident step by step.

The first question I wanted to answer was: what am I doing now to improve my students speaking skills? I chose this question because I wanted to look at my teaching methods and understand what I am already doing in my lessons. This can help me see if my strategies are useful or if I need to change something.

The second question was: how do my students feel about the activities and strategies I use? I think this is important because students feelings really affect their learning. If they enjoy the lesson and feel relaxed they are more likely to speak and participate.

The third question was: how do they react and behave during the speaking activities? I chose this because students behavior shows their level of interest and confidence. For example some students are active while others are quiet. I wanted to understand why this happens.

To answer these questions I used three tools.

First I used a reflection journal. After each lesson I wrote about what happened in class and how students behaved. This helped me think about my teaching and notice some patterns.

Next, I decided to use a questionnaire to gather more information. I asked students to share their thoughts and opinions about the speaking activities we do in our English lessons. It turned out that a lot of them really enjoy working in pairs and groups - they find it helpful and fun. However, some students still get nervous or are afraid of making mistakes when they have to speak in English.

I used an observation checklist which let me know about my students act during the activities. One of my colleagues observed my lesson and said my positive and negative sides of my lesson. For example when my students were more active or encouraged. That observation was helpful for me because I started to plan my lesson in a correct way.

Research Findings.

From my research I found that students speaking problems in English are not about language knowledge but mostly about confidence in speaking English.

One problem that comes up is feeling shy. Even if students know the answer in English, they might not speak up because they're worried about making mistakes or what others will think of them. This fear of being judged can really hold them back from using English, even when they have the right words.

One issue that arose was that certain activities lacked excitement. Whenever tasks were too old-fashioned or challenging for students to understand in English, they tended to become less enthusiastic and less likely to participate in English conversations. This made it harder for them to stay engaged and motivated to learn.

I've found that using pair work and group work in English classes really makes a big difference. When students are working in groups, they seem to feel more at ease and less intimidated than when they're speaking alone in front of the whole class. This approach helps them to open up and be more willing to try out their English skills in a more relaxed setting. By doing so, they're able to build their confidence and improve their communication skills, which is essential for effective English language learning.

Action plan

Having analyzed the findings, I decided to make changes in my teaching approach for English lessons.

First I started using pair work and group activities in English lessons so students could practice speaking in a safe and comfortable environment in English.

Second I included fun and interactive tasks such as role plays, games and short speaking challenges in English lessons. My goal was to make speaking English feel natural and enjoyable not stressful.

I made a change in how I provide feedback on English speaking skills. Instead of correcting every single mistake right away, I started focusing on giving encouragement and positive feedback after the students completed their speaking tasks in English. This approach really helped my students feel more confident when speaking in English.

To help my students express themselves more clearly, I made sure to give them a moment to gather their thoughts before speaking in English, allowing them to organize their ideas and communicate more effectively.

Action phase and findings

As I put these strategies into practice, I began to notice a difference in the way my students responded during our English classes.

Activities like games and role plays made English lessons more enjoyable. Students showed more interest in speaking English.

I also noticed that positive feedback made a difference in English lessons. When students were encouraged of corrected too much in English they became less afraid of making mistakes in English.

I noticed that some students were still a bit hesitant in class, and it was clear they

needed a little more time, practice, and guidance to really come out of their shells and feel confident speaking English.

Final reflection and conclusion.

This research project helped me understand that students speaking issues in lessons are often connected to confidence rather than lack of knowledge in English. Many of my students know English but they need encouragement and a comfortable atmosphere to express themselves freely in English.

I also found out that doing interactive things like working in pairs, playing games, and acting out roles can make learning English more fun and helpful. When teachers give positive feedback, it helps students feel more motivated and confident when speaking English. This makes a big difference in how well they learn and how much they enjoy the lessons. By making English lessons more engaging and interactive, students are more likely to stay interested and keep practicing their English skills.