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DEVELOPING COMPUTER-BASED ACTIVITIES TO TEACH SPEAKING SKILLS IN ENGLISH

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Abstract*: This article explores the design and implementation of computer-based activities aimed at developing English speaking skills. It discusses the pedagogical underpinnings of such activities and evaluates their effectiveness compared to traditional methods. Findings indicate that computer-mediated tasks enhance pronunciation, fluency, and interactive communication.*

Keywords*: speaking, fluency, pronunciation, computer-based, tasks, oral, language learning, digital tools, feedback, interaction*

INGLIZ TILIDA OG‘ZAKI NUTQ KO‘NIKMALARINI O‘RGATISH UCHUN KOMPYUTER ASOSIDAGI MASHG‘ULOTLARNI ISHLAB CHIQISH

Annotatsiya: *Mazkur maqola ingliz tilida og‘zaki nutq ko‘nikmalarini rivojlantirishga qaratilgan kompyuter texnologiyasi asosidagi faoliyatlarni ishlab chiqish va qo‘llashni tahlil qiladi. Unda bu faoliyatlarning pedagogik asoslari va an’anaviy usullar bilan solishtirilgan samaradorligi muhokama qilinadi. Tadqiqot natijalari kompyuter yordamida olib boriladigan mashg‘ulotlar talaffuz, ravonlik va muloqot ko‘nikmalarini rivojlantirishga sezilarli ta’sir ko‘rsatishi izohlangan.*

Kalit so‘zlar*: gapirish, ravonlik, talaffuz, kompyuter asosidagi, topshiriqlar, og‘zaki, til o‘rganish, raqamli vositalar, fikr-mulohaza, muloqot*

РАЗРАБОТКА КОМПЬЮТЕРНЫХ ЗАДАНИЙ ДЛЯ ОБУЧЕНИЯ НАВЫКАМ УСТНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация: *Статья посвящена разработке и применению компьютерных заданий для развития навыков устной речи на английском языке. Рассматриваются педагогические основы таких заданий и их эффективность по сравнению с традиционными методами. Результаты показывают, что компьютерные задания способствуют улучшению произношения, беглости и интерактивного общения.*

Ключевые слова*: говорение, беглость, произношение, компьютерные, задания, устная речь, изучение языка, цифровые инструменты, обратная связь, взаимодействие*

INTRODUCTION

Speaking is one of the most vital skills in language learning, serving as a primary means of communication. Unlike reading or writing, it demands real-time

processing of language, engagement with interlocutors, and immediate feedback. The importance of speaking skills has become even more pronounced with the evolution of communicative language teaching (CLT), which emphasizes interactive and authentic language use.

Traditionally, speaking was taught through textbook dialogues, drills, and controlled practice activities. However, such methods often lacked the flexibility, authenticity, and responsiveness needed to prepare learners for real-world interactions. Moreover, students had limited opportunities to practice speaking outside the classroom, especially in contexts where English is not a native language. The integration of computer-based activities into language teaching has transformed the landscape. Digital tools such as text-to-speech software, video conferencing platforms, and interactive games provide learners with engaging environments for speaking practice. These tools facilitate repeated exposure, individualized learning, and real-time feedback, thus supporting both accuracy and fluency.

Incorporating technology into speaking instruction aligns with modern pedagogical frameworks such as TPACK (Technological Pedagogical Content Knowledge), which emphasizes the intersection of content, pedagogy, and technology. Teachers are no longer mere transmitters of knowledge; they become facilitators guiding learners through tasks that are collaborative, meaningful, and student-centered.

Research by Pawlak and Waniek-Koimczak (2015) highlights that speaking involves not only grammatical and lexical competence but also pragmatic awareness and discourse management. Effective speaking instruction should therefore go beyond pronunciation drills to include context-sensitive communication tasks.

RESEARCH METHODS

A quasi-experimental design was used to compare two groups of intermediate-level learners: one taught using traditional methods and the other using computer-based activities. Over 8 weeks, each group received 16 hours of speaking instruction. The experimental group used:

- Video-based dialogues
- Interactive pronunciation tools

- Speech-to-text platforms
- Role-play through video conferencing
- Audio-visual feedback from the teacher

Learners were assessed before and after the training using standardized oral performance rubrics covering five skill areas: pronunciation, fluency, vocabulary, grammar, and interaction. In addition, participant feedback was collected via questionnaires.

DISCUSSION AND RESULTS

The following table illustrates the average percentage improvement in speaking skills for both groups:

Speaking Skill Area	**Traditional Method (%)**	**Computer-Based Activities (%)**
Pronunciation Accuracy	58	78
Fluency & Coherence	60	82
Vocabulary Use	62	85
Grammatical Range	57	79
Interactive Communication	55	81

Key Insights:

- **Pronunciation accuracy:** The use of speech analysis tools helped learners identify and correct phonological errors, leading to a 20% improvement.
- **Fluency & coherence:** Repeated recording tasks and real-time conversation simulations enhanced speech flow and logical structuring.
- **Vocabulary and grammar:** Contextualized speaking tasks encouraged spontaneous use of advanced vocabulary and structures.
- **Interaction:** Tools like Zoom and Google Meet enabled peer collaboration and simulated authentic communication.

These results support the claim that computer-based activities can substantially enhance speaking performance. Learners reported increased confidence, motivation, and willingness to participate in class.

CONCLUSION

Teaching speaking skills through computer-based activities offers multiple advantages over traditional methods. It allows for individualized instruction, multimodal input, and real-time feedback, all of which are essential for developing oral competence. The study's findings suggest that such activities significantly improve key sub-skills like pronunciation, fluency, and interaction.

To maximize the potential of technology, educators must move beyond static exercises and incorporate dynamic, authentic tasks. A blended model that combines the strengths of both traditional and digital tools is most effective. Finally, teacher training in educational technology is critical to ensure successful implementation.

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