

**THE ROLE OF SPEAKING SKILLS IN FOREIGN LANGUAGE ACQUISITION**

**Rakhimova Nigora Polvonnazirovna**

Doctor of Philosophy (PHD) in Philology at  
National University of Uzbekistan,

**Ergasheva Maftuna Nasriddin qizi**

University of Exact and Social Sciences,  
Uzbekistan Tashkent

<https://doi.org/10.5281/zenodo.20389421>

**Abstract**

This article discusses the role of technology in developing English communication skills. The main aim of the study is to achieve effective results in improving speaking skills through the use of modern and innovative technologies. Furthermore, the article highlights the importance of technology in enhancing speaking abilities and demonstrates its effectiveness compared to traditional learning methods. The findings show that modern technologies play a significant role in the development of English speaking skills.

**Key words:** communication, technology, pronunciation, fluency, application, traditional, networks, tools, aspects, programs, platforms, electricity, connection, performance.

Nowadays, technology plays an important role in foreign language learning, especially in developing speaking skills. The use of modern technologies such as mobile applications, online platforms, videos, interactive programs has become increasingly popular in English language teaching. Many researchers have studied this topic because improving speaking skills is one of the most important aspects of language learning in the modern world. Technology helps learners practice communication, pronunciation and fluency more effectively than some traditional methods.

However, the use of technology also has several disadvantages such as poor internet connection, electricity problems and lack of technological knowledge among some learners and teachers. Therefore, this article aims to discuss both the positive and negative aspects of using technology in developing English speaking skills.

According to Mohammad Zaki Aljadili (2014, p.1) says “Learning a foreign language presents different challenges for different challenges for different people in different contents. The reason for learning a foreign language are as diverse as the ways different individuals approach the task of learning new vocabulary, figuring out new grammar rules, listening, reading and speaking in a language other than their native language”.

Another researcher Genc (2007; p6) states that when we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read and finally to write. These called four “language skills”. Speaking is the most dominant channel used for conveying meaning among speakers from different cultures.

Brawn (1994; p103) says that speaking is a skill in producing oral language, which occurs when two or more people interact with each other aiming at maintaining social relationship between them. Hisham Shawket Ismail said that online learning includes various technologies, including the internet, email, chat, new groups and texts, video conferences and

audio conferences delivered on computer networks. It allows the learner to learn at their own pace and their convenience.

This research employed a qualitative approach to examine the impact of technological tools on the development of speaking skills in English language learning. The study involved English teachers and students from secondary educational institutions. Data were gathered through questionnaire, classroom observations and informal interviews in order to obtain detailed information about the use of technology during speaking activities.

Various technological resources, including multimedia applications, online platforms and interactive speaking tasks, were analyzed throughout the research process. The collected data were interpreted using descriptive and comparative analysis methods to identify the advantages and effectiveness of technology allowed the researcher to evaluate how digital tools influence students motivation, participation, fluency and overall speaking performance.

The research produced generally positive results, and most participants expressed favorable opinions about the use of technology in developing speaking skills. According to the findings, technology-based learning was more convenient, engaging and interactive compared to traditional teaching methods. Participants showed greater interests and motivation during speaking activities when digital tools and online platforms were integrated into the learning process.

One of the most effective aspects of the study was vocabulary learning through technological games interactive exercises. This approach provided significant improvement in students' speaking performance. In traditional learning methods. Students often memorized vocabulary mechanically and later experienced difficulties using new words in real communication. However, modern technological methods allowed learners to practice vocabulary actively in conversations, which helped them improve fluency, pronunciation and confidence while speaking English.

The research also demonstrated that various online platforms and mobile applications contributed positively to language learning. Applications such as Duolingo, Spiko, Padlet were tested during the study and proved to be effective tools for practicing speaking skills. In addition, artificial intelligence technologies were also used throughout the research process. AI-based assistants such as ChatGPT and Alisa helped participants practice communication, pronunciation spontaneous speaking in a more comfortable environment. These technologies created opportunities for learning to communicate more freely and reduced their fear of making mistakes while speaking.

Despite the positive outcomes, several disadvantages and challenges were identified during the research. In some cases, internet connection problems negatively affected the learning process. Occasional electricity interruptions also created difficulties during online activities. Furthermore, a few participants lacked sufficient technological knowledge and experienced problems while using digital platforms and applications. These issues occasionally reduced the effectiveness of certain activities.

Nevertheless, the advantages of technology-assisted language learning were considerably greater than the disadvantages. Overall, the findings indicate that modern technological tools and AI-Supported applications can significantly improve speaking skills and make the language learning process more effective, interactive and motivating for students.

In conclusion, the research confirmed that technology plays an essential role in improving speaking skills in English language learning. Modern technological tools make lessons more interactive, motivating and effective compared to traditional teaching methods. Students become more active and confident when digital platforms, multimedia resources, and AI-based technologies are integrated into classroom activities.

Based on my own teaching experience, I became convinced that practicing speaking through technology is highly productive and beneficial for learners. During my lessons, I often use an electronic board to select students randomly for speaking activities. I also play educational videos and ask students to explain and discuss what they understood from the videos in English. This method has proven to be both interesting and motivating for students because it creates a more active classroom atmosphere and encourages spontaneous communication.

In addition, I sometimes record students' speaking performances and use ChatGPT to evaluate and provide feedback on their speaking abilities. The AI-generated scores and comments attracted students' attention and motivated them to improve their pronunciation, fluency, speaking accuracy. As a result, students became more interested in participating in speaking tasks and tried to express their ideas more clearly and confidently.

The research also showed that applications such as Duolingo, Padlet and Spiko can effectively support language learning and provide additional opportunities for speaking practice outside the classroom. Although several challenges were observed, including internet connection problems, electricity interruptions and limited technological skills among some participants, the positive effects of technology-assisted learning were significantly greater than the disadvantages.

#### **Bibliography**

1. Aljadili, Mohammad Zaki. Learning a Foreign Language. 2014
2. Genc, B. "Language Learning Skills and Communication". 2007
3. Brown, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy. Pearson Education, 1994
4. Ismail, Hisham Shawket. "The Role of Technology in Language Learning". 2008
5. British Council. "Technology in English Language Teaching".
6. Richards, Jack C. Communicative Language Teaching Today. Cambridge University Press, 2006
7. Harmer, Jeremy. The Practice of English Language Teaching. Pearson Longman, 2007
8. Cambridge English. "Developing Speaking Skills with Technology".
9. Warschauer, M. Technology and Language Learning. Oxford University Press, 1996
10. Thornbury, Scott. How to Teach Speaking. Pearson Education Limited, 2005