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INTERAKTIV MASHG'ULOTLAR YORDAMIDA OG'ZAKI NUTQ RAVONLIGINI RIVOJLANTIRISH

ANNOTATSIYA: Ingliz tilini chet tili sifatida o'rganish (EFL) sharoitida o'quvchilar uchun og'zaki nutq ravonligi eng murakkab kompetensiyalardan biri bo'lib qolmoqda. An'anaviy o'qituvchi markazidagi metodlar ko'pincha talabalar uchun tabiiy og'zaki nutqni rivojlantirish imkoniyatlarini cheklaydi. Ushbu tadqiqot universitet darajasidagi EFL talabalari orasida og'zaki nutq ravonligini rivojlantirishda interaktiv sinf faoliyatlarining ta'sirini o'rganadi. Tadqiqot Kommunikativ til o'qitish (CLT), Vazifaga asoslangan til o'qitish (TBLT) hamda sotsiomadaniy nazariya konsepsiyalariga tayanadi. Tadqiqot nazorat va tajriba guruhlaridan iborat kvazi-eksperimental dizayn asosida olib borildi. Ma'lumotlar oldingi va yakuniy og'zaki nutq testlari, ravonlik ko'rsatkichlari (nutq tezligi, pauza chastotasi, gap uzunligining o'rtacha ko'rsatkichi) hamda talabalar fikrini o'rganish so'rovlari orqali to'plandi. Statistik tahlil (juft t-test va regressiya modeli) natijalari shuni ko'rsatdiki, tuzilgan interaktiv faoliyatlarda qatnashgan talabalar nutq ravonligi bo'yicha sezilarli o'sishni namoyon etdi ($p < .05$). Natijalar interaktiv pedagogik strategiyalar spontan nutq ishlab chiqishni kuchaytirishi, ikkilanish holatlarini kamaytirishi hamda kommunikativ ishonchni oshirishini tasdiqlaydi. Mazkur tadqiqot zamonaviy ingliz tili o'qitish metodologiyasiga hissa qo'shib, oliy ta'lim muassasalarida EFL auditoriyalari uchun qo'llash mumkin bo'lgan tizimli interaktiv ravonlik modelini taklif etadi.

KALIT SO'ZLAR: og'zaki nutq ravonligi, interaktiv faoliyatlar, EFL, kommunikativ til o'qitish, vazifaga asoslangan o'qitish, og'zaki nutq kompetensiyasi, ingliz tilini o'qitish metodologiyasi.

РАЗВИТИЕ БЕГЛОСТИ РЕЧИ С ПОМОЩЬЮ ИНТЕРАКТИВНЫХ ЗАНЯТИЙ: ЭМПИРИЧЕСКОЕ ИССЛЕДОВАНИЕ В КОНТЕКСТЕ EFL

АННОТАЦИЯ: Беглость устной речи остается одной из наиболее сложных компетенций для изучающих английский язык как иностранный (EFL). Традиционные методы обучения, ориентированные на преподавателя, часто ограничивают возможности для аутентичного устного высказывания. Данное исследование направлено на изучение влияния интерактивных учебных видов деятельности на развитие беглости устной речи у студентов университетского уровня, изучающих английский язык как иностранный. Исследование опирается на теоретические основы коммуникативного обучения языку (CLT), обучения на основе заданий (TBLT) и социокультурной теории. В работе использован квазиэкспериментальный дизайн с контрольной и экспериментальной группами. Данные были собраны с помощью входных и итоговых тестов устной речи, показателей беглости (скорость речи, частота пауз, средняя длина высказывания), а также опросов восприятия обучающихся. Статистический анализ (парный t-тест и регрессионная модель) показал значительное улучшение беглости речи у студентов, участвовавших в структурированных интерактивных занятиях ($p < .05$). Полученные результаты подтверждают, что интерактивные педагогические стратегии способствуют развитию спонтанной устной речи, уменьшают явления речевых пауз и повышают коммуникативную уверенность студентов. Исследование вносит вклад в современную методологию преподавания английского языка, предлагая структурированную интерактивную модель развития беглости речи, применимую в аудиториях высшего образования.

КЛЮЧЕВЫЕ СЛОВА: беглость устной речи, интерактивные виды деятельности, EFL, коммуникативное обучение языку, обучение на основе заданий, устная компетенция, методика преподавания английского языка.

DEVELOPING SPEAKING FLUENCY THROUGH INTERACTIVE ACTIVITIES: AN EMPIRICAL STUDY IN EFL CONTEXT

ABSTRACT: Speaking fluency remains one of the most challenging competencies for learners in English as a Foreign Language (EFL) contexts. Traditional teacher-centered methodologies often limit opportunities for authentic oral production. This study investigates the impact of interactive classroom activities on the development of speaking fluency among university-level EFL learners. Drawing upon Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and sociocultural theory, the research employs a quasi-experimental design with control and experimental groups. Data were collected through pre- and post-speaking tests, fluency metrics (speech rate, pause frequency, mean length of utterance), and learner perception surveys. Statistical analysis (paired t-test and regression model) demonstrates significant improvement in fluency among students exposed to structured interactive activities ($p < .05$). The findings confirm that interactive pedagogical strategies enhance spontaneous speech production, reduce hesitation phenomena, and increase communicative confidence. The study contributes to contemporary ELT methodology by proposing a structured interactive fluency model applicable in higher education EFL classrooms.

KEY WORDS: speaking fluency, interactive activities, EFL, communicative language teaching, task-based learning, oral proficiency, ELT methodology.

INTRODUCTION

In contemporary English language education, speaking proficiency is widely regarded as a core indicator of communicative competence. However, despite years of formal instruction, many EFL learners struggle to achieve spontaneous fluency. In traditionally structured classrooms, instruction often prioritizes grammar, vocabulary memorization, and reading comprehension, leaving limited time for meaningful oral interaction. As a result, learners may demonstrate linguistic knowledge but lack the ability to produce smooth, temporally efficient speech under real-time conditions.

Fluency differs from accuracy in that it emphasizes the flow and automaticity of speech rather than structural correctness. Lennon (1990) defines fluency as the rapid and smooth production of language without undue

hesitation. Segalowitz (2010) further conceptualizes fluency as comprising cognitive processing speed, observable speech continuity, and listener perception. Developing fluency therefore requires opportunities for repeated, meaningful, and cognitively engaging oral production.

Interactive activities—such as role-plays, debates, information-gap tasks, simulations, collaborative storytelling, and problem-solving discussions—create communicative environments that mirror authentic language use. These activities increase student talk time, reduce teacher dominance, and promote negotiation of meaning. From a sociocultural perspective (Vygotsky, 1978), interaction enables learners to internalize linguistic structures through scaffolding and collaborative dialogue.

The purpose of this study is to examine whether systematic integration of interactive activities significantly enhances speaking fluency in EFL learners. The study addresses three research questions: (1) Do interactive tasks improve objective fluency metrics? (2) Which specific fluency components are most affected? (3) How do learners perceive interactive instruction? By combining theoretical grounding with empirical measurement, this research aims to provide evidence-based support for communicative pedagogical reform.

LITERATURE REVIEW

The theoretical foundations of speaking fluency research are rooted in cognitive linguistics, communicative pedagogy, and second language acquisition theory. Lennon (1990) distinguishes between narrow and broad definitions of fluency, emphasizing temporal smoothness as a measurable construct. Segalowitz (2010) proposes a tripartite framework: cognitive fluency (mental processing efficiency), utterance fluency (speech flow characteristics), and perceived fluency (listener judgment). These frameworks highlight the complexity of fluency development.

Communicative Language Teaching (Richards, 2006) argues that language learning occurs most effectively through authentic communication rather than isolated grammar drills. Task-Based Language Teaching (Ellis, 2003) extends this view by promoting goal-oriented tasks that require negotiation of meaning and spontaneous production. Research demonstrates that task repetition enhances fluency by reducing cognitive

load and increasing lexical retrieval speed.

Sociocultural theory (Vygotsky, 1978) underscores the importance of interaction within the Zone of Proximal Development (ZPD). Peer collaboration and scaffolding allow learners to perform beyond their independent capability. Swain's Output Hypothesis further argues that producing language prompts learners to notice linguistic gaps, leading to development.

Recent empirical studies suggest that interactive environments reduce foreign language anxiety (Horwitz et al., 1986) and increase communicative confidence. However, many studies rely on qualitative observation rather than measurable fluency indicators. There remains a need for controlled experimental research combining objective metrics with learner perception data, particularly in higher education EFL contexts.

Thus, this study contributes to existing scholarship by integrating fluency measurement techniques with structured interactive pedagogy in a quasi-experimental design.

METHODOLOGY

This study employed a quasi-experimental pre-test/post-test control group design. Participants included 60 undergraduate EFL students enrolled in a university English program. Students were randomly assigned to an experimental group (n = 30) and a control group (n = 30). Both groups had comparable proficiency levels (B1-B2 according to CEFR).

The intervention lasted 12 weeks, with three 90-minute sessions per week. The experimental group

received structured interactive instruction incorporating:

- Role-play simulations
- Information-gap tasks
- Debate sessions
- Problem-solving

discussions

- Collaborative storytelling
- Peer feedback cycles

The control group followed traditional textbook-based instruction emphasizing grammar exercises and teacher-led speaking practice.

Fluency was measured using audio-recorded IELTS-style speaking tests administered before and after the intervention. Speech samples were analyzed using the following metrics:

- Speech rate (words per minute)
- Mean length of utterance (MLU)
- Pause frequency (silent pauses >0.5 seconds)
- Repair instances (self-corrections, repetitions)

Statistical analysis was conducted using paired-sample and independent-sample t-tests. A multiple regression model was employed to determine whether exposure to interactive activities predicted fluency gains. Statistical significance was set at $p < .05$.

Learner perceptions were measured through a 20-item Likert-scale questionnaire assessing confidence, anxiety reduction, engagement, and perceived improvement.

Ethical considerations included informed consent, anonymity, and voluntary participation.

RESULTS

Quantitative analysis revealed significant improvements in the experimental group compared to the control group. Speech rate increased by 23% on average, rising from 92 words per minute to 113 words per minute. Mean length of utterance increased by 18%, indicating improved syntactic expansion. Pause frequency decreased by 31%, demonstrating reduced hesitation.

Paired-sample t-test results showed statistically significant differences between pre- and post-test scores in the experimental group:

$$t(29) = 4.87, p < .001$$

In contrast, the control group demonstrated minimal change, with no statistically significant improvement ($p > .05$).

The regression model revealed that interactive exposure significantly predicted fluency gains:

$$R^2 = .62$$

This indicates that 62% of the variance in fluency improvement can be attributed to interactive instructional methods.

Survey results indicated:

- 87% reported increased speaking confidence
- 82% preferred interactive lessons
- 79% reported reduced anxiety
- 84% felt more comfortable speaking spontaneously

These findings confirm that interactive pedagogy positively influences both objective performance and subjective perception.

DISCUSSION

The findings strongly support the hypothesis that structured interactive

activities enhance speaking fluency. Increased speech rate and reduced pauses suggest improved cognitive processing efficiency. Repeated task performance likely contributed to automatization of lexical retrieval and syntactic construction.

From a sociocultural perspective, peer interaction provided scaffolding that facilitated internalization of language structures. Collaborative dialogue encouraged negotiation of meaning, enabling learners to practice reformulation strategies.

The reduction in repair frequency indicates increased linguistic confidence and reduced monitoring anxiety. This aligns with Krashen's Affective Filter Hypothesis, suggesting that lower anxiety promotes language acquisition.

The regression model confirms that interactive exposure is a strong predictor of fluency development. This empirical evidence reinforces CLT and TBLT frameworks, demonstrating that communicative engagement leads to measurable performance gains.

Pedagogical Implications

The study proposes a Three-Phase Interactive Fluency Model:

1. Pre-Task Preparation
Vocabulary activation, planning time, modeling.
2. Interactive Performance
Pair/group communicative task with minimal teacher interruption.
3. Reflective Feedback
Peer assessment, self-reflection, focused fluency feedback.

Teachers should prioritize student talk time, reduce overcorrection, and emphasize message conveyance over grammatical

perfection during fluency-focused tasks.

Assessment rubrics should incorporate measurable fluency indicators rather than focusing exclusively on grammatical accuracy.

Interactive instruction should be systematically integrated into curriculum design rather than treated as supplementary activity.

Conclusion

This study provides empirical evidence that structured interactive activities significantly improve speaking fluency among university-level EFL learners. Objective fluency metrics demonstrated statistically significant gains, while learner perception data confirmed increased confidence and reduced anxiety.

The integration of communicative pedagogy, sociocultural interaction, and task-based learning produces measurable improvements in real-time speech processing. The regression model ($R^2 = .62$) underscores the predictive strength of interactive exposure.

The findings support a shift toward student-centered, interaction-rich classroom environments in higher education ELT contexts. Future research should incorporate longitudinal studies, AI-based speech analysis tools, and cross-cultural comparative designs.

Interactive pedagogy is not merely motivational; it is empirically effective in developing fluency.

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