

## **USING PUBLIC SPEAKING TASKS IN ENGLISH LANGUAGE TEACHING**

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**Annotation:** *The article deals with the variety types of public speaking tasks and researchers viewpoints about the importance of using different strategies in improving students' speaking skills.*

**Keywords:** *glossophobia, presentation, commercial activity, informative speech, persuasion.*

Public speaking tasks play a crucial role in developing both basic skills and critical thinking. First of all, before analyzing the benefits of public speaking tasks we should be aware of what kind of tasks they are. Public speaking tasks are oral speech or presentation for a live audience. Public speaking activities in English Language Teaching (ELT) provide an engaging and impactful way for students to enhance their speaking abilities, boost their confidence, and strengthen their overall communication skills. While language learning typically focuses on grammar, vocabulary, and reading or listening comprehension, incorporating public speaking into the curriculum introduces a valuable practical element to the educational experience. By replicating real-world situations, public speaking activities in English Language Teaching (ELT) enable students to develop key communication abilities, enhance fluency, and get ready for academic and professional settings where effective English speaking is crucial. This article examines the importance of integrating public speaking tasks into ELT, the advantages for learners, and practical strategies for applying them in the classroom.

Liu (2011) described public speaking as the act of addressing an audience. Every chance for speaking in front of the listeners has objects. First of all, it can teach, convince and amuse. Although the importance of strong public speaking skills is widely recognized, Liu (2011) highlights that many individuals, especially university students, experience glossophobia, or the fear of speaking in public.

John Dolman stated in his Handbook of Public Speaking a century ago that a theatrical performance and public speaking are not the same thing. It works best during genuine conversations with neighbors and during the most genuine moments (Dolman, 1922). The act of giving a presentation in which a person addresses a live

audience directly and purposefully in order to entertain, inform, or influence them is known as public speaking. A formal, in-person presentation by one individual to an audience is commonly regarded as public speaking. Although commercial activity is more frequently linked to presentation, the two are closely related.

The following are the first things that most people think of when the term "public speaking" is mentioned: microphone, speaker, podium, and a sizable crowd. Most people think that public speaking is delivering a speech in front of a sizable audience.

Things like a university lecture, a musical performance, or a television guest appearance are not things we think about very regularly. According to Teodosijevic (2016), public speaking is not limited to those situations.

Speaking skills, topical knowledge, feedback during speaking activities, performance conditions (such as time pressure, planning, performance standards, and support levels), and affective factors (such as motivation, confidence, and anxiety) can all have an impact on students' speaking abilities, according to Tuan and Mai (2015).

Since the curriculum doesn't give students practice exercises, it has a substantial impact on the students' challenges with oral English communication. Rabab 'ah (2005) found that students struggled with oral presentations in English because they had not been exposed to the target language enough. The curriculum might not be able to help students succeed even though they could be willing to speak English with others. Additionally, CheeKeong, Yassin, and Ali (2014) asserted that the curriculum was not designed to promote and enhance oral speech.

Most of the participants had trouble with their vocabulary. Thus, to prepare students for effective public speaking, a focus on language teaching is required. Most of the key grammatical categories in the English language are similarly difficult for students to master. Therefore, in order to be utilized in real-world situations, we strongly recommend that topics that significantly impair students' public speaking receive more attention, adequate therapy, and education. According to Gufta (2008:258), "Presentation is a skill developed through experience and instruction." This suggests that it is crucial to practice presentation abilities. Allowing students enough time to practice public speaking, teaching them how to construct ideas using mind maps.

Teachers can help students overcome their shyness and inhibitions and encourage them to speak up in class without fear of making mistakes by being approachable, accommodating, and helpful. with clear-cut, thorough instructions.

Additionally, receiving praise is highly valued by students. It is also very helpful to establish a good rapport with them, make them feel comfortable in the classroom, and encourage them to show off their abilities. Teachers should simplify and modify textbook material to make them more approachable and engaging. To lessen students' anxiety of making mistakes, teachers should also carefully consider when and how to correct their students. Students should be encouraged to participate in speaking exercises by their teachers.

Teachers can use a range of speaking exercises to develop an extensive and interesting public speaking curriculum in the English language classroom. Each kind aids students in acquiring unique communication abilities and fulfills various educational objectives. For instance: 1. The goal of informative speech is to inform the audience on a specific subject. Students conduct study and present findings on subjects like science, history, current affairs, or cultural customs in this kind of assignment. In order to complete this kind of assignment, students must logically arrange their material, employ suitable language, and clearly explain difficult ideas. 2. The goal of persuasive speeches is to persuade the audience to embrace a particular position or act in a specific way. Students might debate subjects like social justice, the environment, or education. Students are encouraged to apply rhetorical devices, improve logical reasoning skills, and appeal to the audience's emotions through this activity. Additionally, it's a fantastic method to practice persuasive English and argumentative language.

Debates involve students adopting opposing viewpoints on a specific topic and defending their positions against counterarguments. This format promotes critical thinking and encourages active engagement with differing perspectives. It challenges learners to anticipate objections, improve their arguments, and practice techniques for persuasion and rebuttal. Debates also expose students to authentic conversational English, including expressions for agreeing, disagreeing, qualifying statements, and expressing certainty or doubt. -Group discussions, on the other hand, provide a space for students to exchange ideas and opinions on a shared topic. Unlike individual speaking tasks, which focus on solo performance, group discussions require collaboration, active listening, and contributing to a collective conversation. These tasks are particularly effective for practicing turn-taking, managing interruptions, and communicating in a cooperative setting. -Storytelling is a more casual public speaking activity that allows students to hone their narrative skills. Whether recounting a personal experience, telling a fictional story, or sharing an event, storytelling captivates the audience and encourages learners to use descriptive language, build



suspense, and control pacing. These tasks offer significant advantages over traditional classroom exercises, as they push students to step out of their comfort zones and engage with the language in real-world contexts. When students know they'll be presenting to an audience, they are often more motivated to practice, improve their skills, and prepare thoroughly. Additionally, the skills gained through public speaking—such as argumentation, persuasion, and quick thinking—are valuable in real-life situations, both personally and professionally. Whether delivering a work presentation, participating in a discussion, or voicing opinions in a meeting, these experiences are highly transferable.

In conclusion, public speaking activities provide a great opportunity to boost language learning. Through dynamic presentations and debates, students become more motivated and involved with the material. As they use language purposefully to achieve specific goals, their language skills naturally improve. These activities also teach students how to gather information and acquire knowledge—skills that are valuable in both future educational and professional settings. Public speaking tasks give students the chance to take ownership of their learning and share their insights with others in genuine, meaningful ways.

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