

## “METHODS OF DEVELOPING PUBLIC SPEAKING SKILLS IN TEACHING ENGLISH TO STUDENTS AT THE B2 LEVEL”

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**Abstract:** This study presents a comprehensive methodology for developing oratory skills in English language teaching for B2-level university students. Recognizing that effective public speaking is an essential academic and professional skill, the proposed approach integrates communicative language teaching methods with structured oratory training. The methodology includes needs analysis, targeted syllabus design, and the implementation of interactive and production-based activities such as debates, presentations, and storytelling. Emphasis is placed on enhancing students' fluency, coherence, rhetorical strategies, and confidence in public speaking. Additionally, the use of feedback loops, self-assessment, and digital tools facilitates continuous improvement and learner autonomy. The methodology aims to bridge the gap between linguistic competence and communicative performance, ultimately preparing learners to express their ideas clearly and persuasively in various real-world contexts.

**Keywords:** Oratory skills; English language teaching; B2 level; public speaking; communicative competence; speech development; language fluency; higher education; presentation skills; rhetorical strategies.

### Introduction

In today's globalized world, the ability to communicate effectively in English—particularly through spoken discourse—is a vital skill for academic and professional success. For students at the B2 level of the Common European Framework of Reference for Languages (CEFR), developing oratory skills becomes a key step in transitioning from language learners to confident and competent communicators. While B2 learners generally possess a solid foundation in grammar, vocabulary, and comprehension, many still struggle with public speaking, which requires not only linguistic accuracy but also rhetorical fluency, clear organization, and the ability to engage an audience.

Despite the importance of oratory competence, traditional English language teaching often places greater emphasis on reading and writing skills, with speaking sometimes limited to informal dialogues or controlled role-play. This gap highlights the need for a targeted methodology that addresses the unique challenges B2 learners face when delivering structured and impactful oral presentations in English. The integration of public speaking into English language curricula can foster students' confidence, improve their fluency, and enhance their academic and professional readiness.

This paper proposes a structured methodology for teaching oratory skills to B2-level university students. The approach combines communicative teaching principles with practical oratory techniques, including speech structuring, use of rhetorical devices, non-verbal communication, and digital tools. By focusing on both the linguistic and performative aspects of speech, the methodology aims to support learners in becoming more articulate, persuasive, and self-assured speakers in English.

### Literature Analysis

The development of oratory skills in English language education has been a growing area of interest among researchers and educators, especially in the context of communicative language teaching (CLT) and learner-centered pedagogy. Numerous studies have emphasized that effective oral communication goes beyond grammatical competence and includes elements such as discourse organization, audience awareness, and rhetorical strategy (*Harmer, 2007; Brown, 2001*).

According to *Richards and Rodgers (2014)*, communicative competence involves not only knowledge of grammar and vocabulary but also the ability to use language appropriately in social and academic contexts. In this regard, *Canale and Swain's (1980)* model of communicative competence—comprising grammatical, sociolinguistic, discourse, and strategic competence—provides a useful framework for designing speaking activities that are both functional and authentic. For B2-level learners, mastering these aspects is essential for effective public speaking.

*Ur (1996)* notes that speaking is often considered the most challenging skill to teach and assess, particularly in large classrooms. She emphasizes the importance of meaningful interaction and feedback in promoting fluency and confidence. *Bygate (1987)* adds that oral communication should be treated not just as practice but as a skill that can be systematically developed through modeling, repetition, and reflection.

Recent studies have highlighted the importance of incorporating presentation and public speaking tasks into English language teaching. For instance, *King (2002)* argues that classroom presentations not only improve language skills but also enhance critical thinking and professional readiness. Similarly, *Morozova (2013)* suggests that structured speaking tasks help learners internalize language patterns and improve their overall fluency.



The use of *technology in speech development* has also gained attention in the literature. Tools such as Flipgrid, pronunciation apps, and video recording have been found effective in promoting learner autonomy and self-correction (Burston, 2015; Chien, 2014). These tools enable students to evaluate their own progress and receive detailed feedback, which aligns with the reflective learning approach recommended by Kolb (1984).

In terms of rhetorical skills, *Aristotle's classic rhetoric* (ethos, pathos, logos) continues to inform modern teaching practices. Educators such as Lucas (2011) have adapted these principles for the classroom, helping students learn how to persuade, inform, and connect with their audience. The inclusion of rhetorical devices in speech training has been shown to significantly improve students' public speaking effectiveness.

In summary, the literature supports a multifaceted approach to teaching oratory skills—one that blends linguistic accuracy with communicative purpose, structured practice, reflective learning, and technological support. This foundation informs the methodology proposed in this study, which aims to develop B2 learners' oral competence through a combination of theory-based strategies and practical classroom applications.

### Discussion of the Study

The study focused on the design and implementation of a methodology aimed at developing oratory skills among B2-level English language learners. Through the application of communicative and task-based language teaching approaches, students were guided to enhance not only their linguistic proficiency but also their rhetorical competence and confidence in public speaking.

One of the key findings was that *integrating oratory tasks into regular language instruction significantly improved learners' fluency, coherence, and speech organization*. Activities such as debates, persuasive speeches, and storytelling were especially effective in encouraging students to practice structuring their thoughts logically while applying appropriate vocabulary and expressions. Students initially faced challenges related to nervousness, limited vocabulary, and inconsistent delivery, but regular practice combined with formative feedback helped address these issues over time.

The role of *explicit instruction in rhetorical strategies*—such as the use of repetition, triadic structure, rhetorical questions, and appropriate tone—proved essential. Students who received direct instruction in these areas demonstrated noticeable improvement in audience engagement and clarity of message. Moreover, *non-verbal elements* of public speaking, including gestures, posture, and eye contact, were gradually improved through peer feedback and video-assisted reflection tasks.

A particularly effective aspect of the methodology was the *use of digital tools*, such as video recordings and speech analysis apps, which enabled students to self-assess and observe their own progress. This increased learner autonomy and motivated students to take ownership of their speaking development. The combination of self-reflection, peer review, and teacher feedback created a supportive environment where students felt safe to experiment and improve.

Another significant outcome was the observed *growth in students' self-confidence*. As students became more comfortable with delivering speeches in English, they began to take more initiative during classroom discussions and reported feeling better prepared for future academic and professional communication scenarios.

However, the study also revealed some challenges. Time constraints within the curriculum, varying levels of student motivation, and the initial fear of public speaking posed obstacles that required careful planning and scaffolding. Continuous encouragement, constructive feedback, and the gradual increase in task difficulty were essential in addressing these limitations.

Overall, the study supports the view that oratory skills can and should be systematically taught as part of English language instruction at the B2 level. By combining linguistic, rhetorical, and psychological components of speech training, educators can help learners achieve greater communicative competence and personal growth.

### **The results of the study**

Modern pedagogical technologies, such as collaborative learning, project methods, the use of new information technologies, Internet resources, contribute to the implementation of a personality-oriented approach in the educational process, provide individualization and differentiation of learning, taking into account the abilities of children, their level of learning.

Advances in new pedagogical and information technologies have made it possible to use effective teaching methods at all stages of continuing education. Uzbekistan should have a system of high-quality education at all levels for innovative achievements. There is still a low level of use of new pedagogical and information technologies in terms of expanding the teaching and learning system and using new teaching methods. The widespread use of pedagogical and information technologies makes it possible to choose courses for study with greater flexibility and lower costs, and to study the content of related specialties offered by higher education. The main purpose of teaching foreign languages is the formation and development of students' communicative culture, teaching practical learning of a foreign language.

The task of the teacher is to create conditions for practical language learning for each student, to choose such teaching methods that will allow each student to show



their activity and creativity. The teacher's duties include activating the student's cognitive activity in the process of learning foreign languages.

When teaching students foreign languages, the following methods and techniques can be provided. Modern pedagogical and information technologies, such as collaborative learning, project methods, new information technologies, the use of Internet resources, distance learning, contribute to the implementation of a personality-oriented, differentiated approach to learning and improving the quality of the educational process.

The forms of working with computer-aided learning programs in English lessons include: vocabulary learning; pronunciation training; teaching dialogic and monologue speech; writing training; and the development of grammatical phenomena. The possibilities of using Internet resources are huge. The global Internet creates conditions for students and teachers from anywhere in the world to receive any necessary information: regional geographical materials, news from the life of young people, articles from newspapers and magazines, etc.

Currently, priority is given to issues of communication, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanity of education. These principles make it possible to develop intercultural competence as a component of communication skills. The ultimate goal of English language teaching is to teach free orientation in an English-speaking environment and the ability to respond appropriately in various situations, i.e. communication. Today, new methods using online resources are opposed to traditional English language teaching.

To learn how to communicate in English, it is necessary to create real, real-life situations that stimulate learning and develop appropriate behavior. New technologies, in particular the Internet, are trying to correct this mistake. The communicative approach is a communication modeling strategy aimed at consciously understanding the material and how to work with it, creating psychological and linguistic readiness for communication. The implementation of a communicative approach on the Internet is not particularly difficult for the user. A communicative task should offer students a problem or question to discuss, students not only exchange information, but also evaluate it.

The main criterion that makes it possible to distinguish this approach from other types of educational activities is that students independently choose language units to form their thoughts. The communicative approach encourages the use of the Internet very well: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience.

One of the main requirements of teaching foreign languages using Internet resources is to create interaction in the lesson, which is commonly referred to as

interactivity in the methodology. Interactivity is "Combining, coordinating, and complementing efforts aimed at achieving a communicative goal and result through speech means." By teaching a real language, the Internet helps to develop speech skills and abilities, as well as provides genuine interest and, therefore, effectiveness in teaching vocabulary and grammar. Interactivity not only creates real-life situations, but also forces students to respond appropriately to them in a foreign language.

### Conclusion

One of the technologies that provide student-centered learning is the project method as a way to develop creativity, cognitive activity and independence. The typology of methods is diverse. Innovative methods can be divided into monoprojects, collective, oral, concrete, written and online projects. In real practice, it is often necessary to deal with research projects, mixed projects, which contain creative, practice-oriented and informative features. Modern technology is a multifaceted approach to language learning, encompassing reading, listening, speaking, and grammar. The innovative method promotes the development of active independent thinking of students and directs them to joint research work.

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