TECHNOLOGIES FOR TEACHING SPEAKING TO 11TH-GRADE STUDENTS

Zaripova Durdona Samandar qizi

Uzbekistan state world languages university, English philology department

Zdurdona339@gmail.com

Abstract: Speaking is the most demanding productive skill for many learners of English, yet it often receives the least classroom time. This article examines technologies that can develop the speaking skills of 11th-grade students, who are preparing for university entrance, certification exams and international communication. It discusses recording tools, speech recognition applications, artificial intelligence chatbots, online collaboration platforms and gamified or project-based activities. The article argues that technology is effective only when it serves communicative tasks, clear assessment criteria and the teacher's guidance, and it outlines the main obstacles and practical recommendations for secondary school teachers.

Keywords: speaking skills, educational technology, 11th grade, communicative approach, artificial intelligence, speech recognition, motivation

Introduction

Fluent and confident spoken English has become one of the most valuable skills for young people. For 11th-grade students it is closely linked with future plans such as entering universities, taking international language tests and studying or working abroad. Nevertheless, many learners finish school with good knowledge of grammar and vocabulary but limited ability to express ideas orally. Large classes, limited lesson time, exam-oriented teaching and fear of making mistakes are among the main reasons (Harmer, 2007; Thornbury, 2005).

Digital technologies create new opportunities to overcome these barriers. Today's students are used to smartphones, video content and online communication, so technology-based speaking activities are often closer to their everyday experience than traditional drills. When chosen thoughtfully, such tools increase the amount of speaking practice, provide authentic input, give immediate feedback and reduce anxiety (Warschauer & Healey, 1998; Levy & Stockwell, 2006). The aim of this article is to review the main technologies for teaching speaking to 11th-grade students and to discuss how they can be integrated into lessons.

The most accessible group of tools consists of audio and video recording applications. Students can record short monologues, answers to exam-style questions or presentations on their phones and then listen to themselves critically. Self-listening helps learners notice hesitation, repeated words and mispronounced sounds that they would not detect while speaking in real time. Platforms such as Padlet and Flip allow students to upload voice or video responses to a shared board, where classmates and the teacher can comment on them. Because a recording can be repeated before submission, shy students gradually gain confidence, and teachers can assess speaking carefully instead of making quick judgments in a crowded lesson.

Speech recognition and pronunciation applications form a second group. Programs such as ELSA Speak, voice typing tools and language-learning apps analyze learners' speech and show which sounds or words were unclear. This private and immediate feedback is valuable in large classes, where the teacher cannot correct every student individually (Godwin-Jones, 2011). However, automatic recognition may misinterpret accents and does not evaluate the content or appropriateness of what is said, so it should support pronunciation practice rather than replace the teacher's assessment.

Artificial intelligence has recently become one of the most promising technologies for speaking development. AI chatbots and voice assistants can act as patient conversation partners who are available at any time. A student can rehearse a job

interview, discuss a curriculum topic or practice a debate, and the system responds instantly and adjusts the level of language. This is helpful for learners who have no chance to communicate with proficient speakers outside the classroom. At the same time, students must learn to evaluate the answers critically and to produce their own speech instead of copying generated text. A useful routine is to prepare a talk with the help of AI and then present it orally without notes, followed by pair discussion.

Online platforms such as Zoom, Google Meet and Microsoft Teams extend the speaking environment beyond the classroom. Students can take part in virtual exchanges with peers from other countries, join online clubs or interview invited speakers. Such experiences give the language a real communicative purpose, which is central to communicative language teaching and task-based learning (Richards, 2006; Ellis, 2003). Gamified tools and project work, such as vlogs, podcasts and short documentaries, also suit 11th graders because they combine creativity, planning, teamwork and public speaking. Preparing a podcast episode on a social issue, for instance, requires research, scripting, rehearsal and recording, so speaking practice becomes meaningful and structured.

Technology alone does not guarantee better speaking. Unequal access to devices and stable internet, especially in rural areas, can create differences among students, and some teachers lack training in digital pedagogy. There are also concerns about data privacy, distraction and dependence on automated feedback. Schools can combine low-technology and high-technology options, allow students to record in school if they have no devices at home, and provide professional development for teachers. Every activity should have a clear speaking objective and transparent criteria such as fluency, pronunciation, vocabulary range, accuracy and interaction (Brown, 2007).

A balanced lesson model can help in practice. In the pre-speaking stage, students watch a short video or listen to a podcast clip to activate vocabulary and ideas. In the speaking stage, they work in pairs or groups on a communicative task, such as discussing

a problem and proposing solutions. Afterwards, each student records a short individual response and uploads it to a shared platform. Finally, the teacher and classmates give feedback and students repeat the task to improve their performance.

Conclusion

Technologies offer English teachers a wide range of possibilities for teaching speaking to 11th-grade students. Recording tools develop self-reflection, speech recognition applications support pronunciation, AI chatbots provide unlimited conversation practice, online platforms create authentic communication, and project-based activities increase motivation. Their effectiveness depends on integration into purposeful communicative tasks supported by the teacher's feedback. Despite limited resources and insufficient training, a flexible and well-planned approach can make speaking lessons more interactive and learner-centered.

References

1. Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Longman.
2. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
3. Godwin-Jones, R. (2011). Emerging technologies: Mobile apps for language learning. *Language Learning & Technology, 15*(2), 2–11.
4. Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
5. Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning*. Lawrence Erlbaum.
6. Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
7. Thornbury, S. (2005). *How to teach speaking*. Longman.

8. Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language Teaching*, *31*(2), 57–71.