

**DEVELOPING STUDENTS' SPEAKING CONFIDENCE AND MOTIVATION IN ACADEMIC LYCEUMS THROUGH COMMUNICATIVE AND TASK-BASED TEACHING METHODS****Djalolova Gulruh, Norqulova Jasmina**

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**Abstract**

There are more and more students in academic lyceums who demonstrate good knowledge in the process of learning English grammar and vocabulary but remain reluctant to speak due to fear of making mistakes, being judged and getting anxious in front of peers. This article explores how communicative language teaching (CLT) and task-based language teaching (TBLT) can improve learners' confidence and motivation in classroom interaction. Lessons were designed applying pair and group work, real-life speaking tasks, case-study, problem-solving activities, and presentations. The teacher facilitates communication and provides with supportive and constructive feedback, as a result of which errors become part of learning. During classroom observation it was noticed that many students made progress: previously passive learners became more active, participation and communication improved, fluency enhanced and students were eager to speak. The result shows that when students are involved in meaningful and purposeful tasks in a supportive environment, they communicate more confidently and develop greater motivation to use target language. CLT and TBLT methods are still leading and effective approaches in creating interactive, student-centred classrooms.

**Key words**

Communicative Language Teaching, Task-Based Language Teaching, confidence, learners' motivation, eager to speak, academic lyceum, pair group work, fluency, constructive feedback.

**Introduction**

In many academic lyceums, English classrooms are full of students who understand grammar rules but hesitate when asked to speak. They worry about making mistakes, sounding incorrect, or being judged by others. As a result, lessons often become quiet, with only a few confident students participating. This situation shows that knowing English is not the same as being able to use it. Communicative and task-based teaching methods focus on helping students speak naturally and confidently by turning the classroom into a place where communication, not perfection, matters.

**Methods**

To support students' speaking development, lessons were organized around real communication. Instead of long explanations, students worked in pairs and small groups. They discussed everyday topics, shared opinions, solved simple problems, and completed practical tasks such as planning activities or giving short presentations. The teacher guided the lesson, encouraged participation, and gave feedback gently, without interrupting students too often. Mistakes were treated as part of learning, helping students feel safe and supported while speaking.

## Results

Over time, clear changes were observed in the classroom. Students who were previously silent began to speak more often and with less fear. Many learners became more active in discussions and showed greater interest in speaking tasks. Group work helped students feel less pressure, as they could support each other. As confidence increased, fluency improved naturally, and students started to enjoy speaking English rather than avoiding it.

## Discussion

These results highlight an important point: students speak better when they feel comfortable and motivated. Communicative activities allow learners to express real thoughts, while task-based learning gives them a clear reason to speak. Instead of focusing on every mistake, students focus on meaning and interaction. This approach helps reduce anxiety and builds confidence step by step. For academic lyceum students, who are preparing for both exams and real-life communication, such methods are especially valuable.

## Conclusion

Building confident speakers takes time, patience, and the right teaching approach. Communicative and task-based methods create classrooms where students feel encouraged to speak, try, and improve. When learners are given meaningful tasks and a supportive environment, motivation grows naturally. As a result, students do not just learn English—they learn to use it with confidence, both inside and outside the classroom.

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