

THE ROLE OF FEEDBACK IN DEVELOPING SPEAKING SKILLS IN PHILOLOGY STUDENTS

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Speaking is considered one of the most essential yet challenging skills for philology students learning English as a foreign language. Many learners possess sufficient grammatical knowledge and vocabulary but struggle to express ideas fluently and confidently in real communication. Among various pedagogical approaches, feedback plays a crucial role in improving learners' speaking performance, fluency, pronunciation, confidence, and communicative competence. This article examines the role of feedback in developing speaking skills among philology students. It analyzes different forms of feedback, including teacher feedback, peer feedback, self-reflection, and AI-assisted feedback. Drawing on classroom practices, contemporary research, and communicative language teaching principles, the study highlights how constructive and timely feedback contributes to learners' oral development. The article also discusses practical strategies such as role-plays, reflective speaking activities, voice recordings, and digital tools that help students improve their speaking proficiency. Furthermore, the paper emphasizes that effective feedback not only corrects errors but also

motivates learners, reduces speaking anxiety, and promotes learner autonomy.

Speaking is one of the central components of language learning and an essential skill for philology students who aim to communicate effectively in academic and professional environments. Despite having extensive knowledge of grammar and vocabulary, many students struggle to speak fluently and confidently in English. One of the primary reasons for this issue is the lack of effective speaking practice and constructive feedback during the learning process. Feedback serves as a powerful pedagogical tool that helps learners recognize their strengths and weaknesses, refine their speaking abilities, and become more confident communicators.

In language education, feedback can be defined as information provided to learners regarding their performance with the aim of improving future learning outcomes. In speaking instruction, feedback helps students identify pronunciation problems, grammatical inaccuracies, hesitation patterns, inappropriate word choices, and communication breakdowns. Effective feedback encourages learners to reflect on their oral production and make necessary improvements.

There are several types of feedback commonly used in speaking classes. Teacher feedback is considered one of the most reliable forms because teachers can provide professional guidance based on learners' linguistic needs. Teacher feedback may focus on pronunciation, fluency, vocabulary use, grammatical accuracy, interaction skills, or discourse organization. Immediate oral correction is often useful in pronunciation activities, while delayed feedback is more appropriate during fluency-based speaking tasks because it allows students to communicate without interruption.

Peer feedback is another important strategy that promotes collaborative learning and learner engagement. When students evaluate each other's speaking performance, they become more attentive listeners and develop critical thinking skills. Peer feedback also creates a supportive classroom environment where learners feel more comfortable practicing spoken English. According to communicative language teaching principles, interaction among learners plays a significant role in language acquisition.

Self-reflection and self-feedback are equally important in developing speaking skills. Modern digital technologies allow students to record their speech, listen to themselves, and identify areas requiring improvement. Voice-recording activities help learners notice

pronunciation errors, repetition, pauses, and lack of fluency. As discussed in the study Digital Tools for Developing Speaking Skills from Voice Recordings to AI-Assisted Practice, digital platforms and AI-assisted tools can significantly improve pronunciation, fluency, and learner confidence through continuous speaking practice and automated feedback.

Digital tools and AI-assisted learning environments have recently become highly effective in speaking instruction. Applications based on artificial intelligence provide instant feedback on pronunciation, stress patterns, grammar, and fluency. These technologies create opportunities for individualized learning and autonomous speaking practice beyond the classroom. AI-assisted speaking activities can reduce learners' anxiety because students can practice repeatedly without fear of criticism.

Constructive feedback also has a strong psychological impact on learners. Many philology students hesitate to speak because they are afraid of making mistakes or being negatively judged by others. Positive and supportive feedback helps learners overcome speaking anxiety and build confidence. Instead of focusing only on errors, teachers should highlight students' progress and communicative success. Encouraging comments increase motivation and willingness to participate in classroom discussions.

Interactive speaking activities provide ideal opportunities for feedback integration. Role-plays, debates, discussions, presentations, simulations, and problem-solving tasks encourage students to use English in meaningful contexts. The handbook Practice of Oral Speech emphasizes the importance of communicative tasks, peer feedback, guided discussions, and reflective speaking activities in developing oral communication skills among philology students. The handbook further explains that students improve fluency and confidence through collaborative speaking activities and continuous evaluation.

Another important aspect of speaking feedback is cultural and pragmatic competence. Speaking effectively requires more than grammatical accuracy; learners must also understand cultural norms and appropriate communication strategies. The article Cultural Pragmatics in Speaking: Teaching Language Use Beyond Grammar and Vocabulary emphasizes that pragmatic competence enables learners to communicate respectfully and appropriately in various social situations. Feedback related to politeness, tone, indirectness, and intercultural communication, therefore, plays an important role in speaking development.

Furthermore, effective feedback should be specific, clear, and achievable. General comments such as "good job" or "improve your pronunciation" are less effective than detailed feedback explaining exactly what learners should improve. Teachers should provide balanced feedback by combining praise with constructive suggestions. In addition, feedback should be

delivered regularly because continuous practice and evaluation contribute to long-term speaking improvement.

Research and classroom experience demonstrate that speaking development requires active participation, consistent practice, and meaningful feedback. In the article *Methods That Can Help Students Improve Their Speaking Skills*, it is stated that students often know grammar and vocabulary but cannot use them actively in speech due to insufficient practice and fear of mistakes. The article highlights listening practice, imitation, reflection, recording, and regular speaking activities as effective methods for improving fluency and confidence. These methods become significantly more effective when combined with constructive feedback from teachers, peers, and digital tools.

In conclusion, feedback plays a vital role in developing speaking skills among philology students. Teacher feedback, peer evaluation, self-reflection, and AI-assisted feedback collectively contribute to learners' fluency, pronunciation, confidence, and communicative competence. Effective feedback helps students recognize their weaknesses, improve speaking performance, reduce anxiety, and become more autonomous learners. Modern speaking instruction should therefore integrate communicative activities with continuous and supportive feedback practices to prepare students for successful communication in academic and professional contexts.

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