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LINGUISTIC AND COMMUNICATIVE ASPECTS OF ENGLISH SPEAKING DEVELOPMENT THROUGH PROJECT-BASED LEARNING

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Annotation. This study explores the linguistic and communicative aspects of English speaking development through Project-Based Learning (PBL) in higher education contexts. The research addresses the persistent challenges faced by non-native English learners in achieving oral proficiency, particularly in terms of fluency, accuracy, and confidence. Adopting a mixed-methods research design, the study combines quantitative data from pre- and post-assessment tasks with qualitative insights from classroom observations and performance analysis. The findings reveal that PBL significantly enhances students' speaking abilities by promoting active engagement, collaborative interaction, and meaningful language use. Results indicate measurable improvements in fluency, grammatical accuracy, and vocabulary range, alongside increased student participation and communicative confidence. Furthermore, the study highlights the role of authentic, task-based learning environments in fostering interactional competence and spontaneous language production. The research underscores the pedagogical value of integrating PBL into English language teaching, particularly in university settings, as it supports student-centered learning and real-life communication. Overall, the study contributes to the growing body of research advocating innovative and communicative approaches to language instruction, offering practical implications for educators aiming to improve speaking outcomes among EFL learners.

Keywords. Project-Based Learning, English Speaking, Linguistic Features, Communicative Competence, Higher Education, Student-Centered Learning.

LOYIHAGA ASOSLANGAN TA'LIM ORQALI INGLIZ TILIDA OG'ZAKI NUTQNI RIVOJLANTIRISHNING LINGVISTIK VA KOMMUNIKATIV JIHLTLARI

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Annotatsiya. Ushbu tadqiqot oliy ta'lim sharoitida ingliz tilida so'zlash ko'nikmalarini rivojlantirishning lingvistik va kommunikativ jihatlarini loyihaga asoslangan o'qitish (PBL) orqali o'rganadi. Tadqiqot ingliz tilini ona tili bo'lmagan o'rganuvchilar duch keladigan og'zaki nutq malakasiga erishishdagi doimiy muammolarni, xususan, ravonlik, aniqlik va ishonchlilik bilan bog'liq qiyinchiliklarni tahlil qiladi. Aralash metodli tadqiqot dizayniga asoslangan holda, mazkur ish oldingi va keyingi baholash topshiriqlaridan olingan miqdoriy ma'lumotlarni guruh kuzatuvlari hamda nutq faoliyati tahlilidan olingan sifatli ma'lumotlar bilan uyg'unlashtiradi. Natijalar shuni ko'rsatadiki, PBL o'quvchilarning so'zlashish qobiliyatini sezilarli darajada oshiradi, chunki u faol ishtirokni, hamkorlikdagi muloqotni rag'batlantiradi. Tadqiqot natijalari ravonlik, grammatik aniqlik va lug'at boyligida sezilarli yaxshilanishlar mavjudligini, shuningdek, o'quvchilarning ishtiroki va kommunikativ ishonchi ortganini ko'rsatadi. Bundan tashqari, tadqiqot aseptik, topshiriqqa asoslangan o'quv muhitlarining interaktiv kompetensiya va ravon nutqni rivojlantirishdagi muhim rolini ta'kidlaydi. Mazkur tadqiqot PBLni ingliz tilini o'qitish jarayoniga, ayniqsa, oliy ta'lim muassasalarida joriy etishning pedagogik ahamiyatini asoslab beradi, chunki u talaba an'anaviy ta'limni va real hayotiy muloqotni qo'llab-quvvatlaydi. Umuman olganda, tadqiqot til o'qitishda innovatsion va kommunikativ yondashuvlarni qo'llab-quvvatlovchi ilmiy izlanishlar qatoriga hissa qo'shadi, hamda ingliz tilini xorijiy til sifatida o'rganuvchilarning so'zlashish ko'nikmalarini rivojlantirishga qaratilgan amaliy tavsiyalarni taqdim etadi.

Kalit so'zlar: Loyihaga asoslangan o'qitish, Ingliz tilida so'zlash, Lingvistik xususiyatlar, Kommunikativ kompetensiya, Oliy ta'lim, Talabaga yo'naltirilgan ta'lim.

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Introduction

In recent years, the development of English speaking skills has become one of the key priorities in higher education, particularly in contexts where English is taught as a foreign language. Despite long-term exposure to English instruction, many learners still face difficulties in achieving fluency, accuracy, and confidence in spoken communication. Speaking is widely recognized as a complex skill that requires the integration of linguistic knowledge and communicative competence, and its development is often influenced by classroom practices and learning environments (Fan & Yan, 2020). Traditional language teaching methods, which often emphasize grammar instruction and exam preparation, are frequently insufficient for promoting spontaneous and meaningful communication. As a result, learners may have theoretical knowledge of the language but struggle to use it effectively in real-life situations. This gap between knowledge and performance highlights the need for more interactive and student-centered teaching approaches.

Project-Based Learning (PBL) has gained increasing attention as an effective pedagogical approach in language education. It encourages learners to engage in meaningful tasks, collaborate with peers, and use language in authentic contexts. Through active participation, students are given opportunities to develop not only their linguistic competence but also their communicative abilities, such as interaction, negotiation of meaning, and confidence in speaking (Stoller, 2006; Beckett & Slater, 2005).

Therefore, investigating the linguistic and communicative aspects of Englishspeaking development through Project-Based Learning is both relevant and necessary. Unlike traditional approaches, PBL provides a dynamic learning environment where language is used as a tool for real communication rather than isolated practice. This study aims to explore how PBL contributes to improving students' speaking performance in higher education settings in Uzbekistan.

The aim of this study is to investigate the effectiveness of Project-Based Learning (PBL) in developing university students' English speaking skills in the context of Uzbek higher education. Specifically, the study focuses on two main dimensions:

- Linguistic aspects, including fluency, grammatical accuracy, and vocabulary development;
- Communicative aspects, including confidence, interactional competence, and meaningful participation in spoken interaction.

In addition, the study aims to explore how Project-Based Learning supports student-centered instruction, promotes collaboration among learners, and enhances the use of English in authentic communicative situations.

Methodology

This study employed a mixed-methods research design, combining both quantitative and qualitative approaches to obtain a more comprehensive understanding of students' English speaking development through Project-Based Learning (Creswell, 2018). The participants of the study were 30 second-year undergraduate students at Namangan State University. The research was conducted over a period of 12 weeks, during which students were engaged in structured Project-Based Learning activities designed to promote spoken interaction and collaborative learning. Data were collected through pre- and post-speaking assessments, classroom observations, and performance analysis of students' speaking tasks. The speaking

assessments were designed to measure students' progress in fluency, grammatical accuracy, and vocabulary range. A 5-point rating scale was used to evaluate speaking performance in a consistent and structured manner, based on established principles of language assessment (Fulcher & Davidson, 2012).

Classroom observations were conducted throughout the implementation process to examine students' interaction patterns, participation levels, and communicative behavior during PBL activities (Dörnyei, 2007). These observations provided qualitative insights into students' confidence development and willingness to communicate in English. Quantitative data from pre- and post-tests were analyzed using comparative percentage analysis to identify improvements in speaking performance. Meanwhile, qualitative data from observations were analyzed thematically to explore changes in communicative behavior and classroom interaction. The combination of these methods allowed for a balanced evaluation of both linguistic improvement and communicative development, ensuring a more holistic understanding of the impact of Project-Based Learning on English speaking skills.

Research Procedure timeline (12-weeks)

Week 1-3	Week 4-6	Week 7-9	Week 10-12
Pre-speaking assessment (baseline data collection)	Introduction and implementation of Project-Based Learning (PBL) activities	Ongoing PBL tasks, classroom observation, and monitoring	Final project presentations and post-speaking assessment
Student grouping and topic selection	Project planning and collaborative work	Mid-project feedback and speaking practice sessions	Final data collection and performance evaluation

Results

The overall analysis of the data indicates a clear and consistent improvement in students' English speaking performance following the implementation of Project-Based Learning (PBL). Rather than showing isolated gains in specific areas, the findings reveal a holistic development across both linguistic and communicative dimensions of speaking ability. At the beginning of the study, students generally demonstrated limited fluency, frequent grammatical inaccuracies, and a narrow lexical range, which restricted their ability to express ideas smoothly and confidently. Their spoken performance was often characterized by hesitation, short responses, and reliance on their first language. However, after 12 weeks of engagement in structured PBL activities, a marked transformation was observed in both the quality and nature of students' spoken English. One of the most significant developments was in fluency. Students gradually moved from hesitant and fragmented speech toward more continuous and coherent expression. This improvement reflects the impact of sustained exposure to meaningful communicative tasks, where learners were required to focus on conveying ideas rather than formulating isolated grammatical structures. As a result, speaking became more spontaneous and less controlled by fear of making errors, which is consistent with the communicative principles of Project-Based Learning (Stoller, 2006).

Alongside fluency, grammatical accuracy showed moderate but stable improvement. Although some errors persisted, particularly in complex sentence structures, students increasingly demonstrated better control over basic grammatical forms. More importantly, these errors did not significantly interrupt communication, suggesting a shift from form-focused hesitation to meaning-focused interaction. This indicates that learners were gradually prioritizing communication over perfection, which is a key goal of communicative language teaching approaches (Fulcher & Davidson, 2012). Vocabulary development was another noticeable outcome of the intervention. Through topic-based projects and collaborative discussions, students were exposed to new lexical items and encouraged to actively use them in meaningful contexts. Over time, their speech became more varied and expressive, showing an expanded ability to discuss academic and everyday topics with greater precision. This lexical improvement can be directly linked to the contextualized and task-based nature of PBL activities. The qualitative observations strongly supported these linguistic developments by revealing important changes in communicative behavior. Initially, students were reluctant to speak, often depending on their native language and avoiding active participation. However, as the project work progressed, they became noticeably more confident, engaged, and willing to contribute ideas in group discussions. This shift demonstrates an improvement in interactional competence, including turn-taking, responding to peers, and expressing personal opinions more clearly (Dörnyei, 2007).

Peer collaboration also played a central role in this development. Group-based project work created opportunities for negotiation of meaning, clarification of ideas, and shared problem-solving. These interactive processes encouraged deeper language processing and more authentic use of English, reinforcing the idea that collaborative learning environments are highly effective in second language acquisition (Beckett & Slater, 2005). In synthesis, the findings suggest that Project-Based Learning contributed not only to measurable improvements in fluency, accuracy, and vocabulary, but also to broader communicative growth, including confidence, interactional ability, and willingness to communicate. The results therefore confirm that PBL is an effective pedagogical approach for developing English speaking skills in higher education contexts, as it integrates both linguistic development and real-life communicative practice within a meaningful learning environment (Creswell, 2018).

Discussion

The findings of this study indicate that Project-Based Learning (PBL) positively influences both linguistic and communicative aspects of English speaking development. Overall, students demonstrated noticeable improvement in fluency, vocabulary use, grammatical control, and communicative confidence. These results confirm that PBL creates an effective environment for meaningful language use and interaction, supporting previous research on task-based learning approaches (Stoller, 2006).

From a linguistic perspective, the most significant progress was observed in fluency and vocabulary development, while grammatical accuracy improved at a moderate level. From a communicative perspective, students showed increased confidence, willingness to speak, and active participation in group interaction. These developments reflect the importance of collaborative learning and meaningful tasks in second language acquisition (Beckett & Slater, 2005).

Summary of Key Findings

Aspect	Observation	Interpretation
Fluency	Significant improvement in speech continuity and reduced hesitation	PBL promotes spontaneous and meaning-focused speech (Fulcher & Davidson, 2012)
Grammar	Moderate improvement with occasional errors in complex structures	Focus on meaning may reduce form accuracy focus (Dörnyei, 2007)
Vocabulary	Noticeable expansion through topic-based tasks	Contextual learning enhances lexical acquisition (Beckett & Slater, 2005)
Confidence	Increased willingness to speak and participate	Collaborative learning reduces anxiety and builds confidence
Interaction	Improved peer communication and negotiation of meaning	Social interaction supports language development

Both quantitative and qualitative results consistently demonstrate that PBL is an effective pedagogical approach for developing English speaking skills. The integration of linguistic and communicative growth confirms that learning becomes more effective when students are engaged in collaborative, task-based, and real-life communication activities (Creswell, 2018).

Conclusion

This study concludes that PBL is an effective pedagogical approach for enhancing both linguistic and communicative aspects of English speaking skills among university students. The findings demonstrate consistent improvement in students' fluency, vocabulary use, grammatical control, and communicative confidence following sustained engagement in PBL activities. In addition, the results highlight that collaborative and task-based learning environments play a significant role in increasing learners' willingness to communicate and in promoting more meaningful and authentic language use. Overall, the study confirms that integrating PBL into English language instruction not only improves speaking proficiency but also supports learner-centered and interaction-driven language development in higher education contexts.

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