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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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# ENHANCING A2 LEARNERS' ENGLISH SPEAKING SKILLS THROUGH SHORT STORIES WITH STRUCTURED QUESTION-AND-ANSWER ACTIVITIES

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**Abstract:** For English language learners, developing speaking abilities at the A2 level is extremely difficult, especially in situations where exposure to real-world conversation is scarce. This paper investigates the efficacy of combining structured Q&A exercises with short stories to improve A2 learners' speaking abilities. While directed questioning fosters interaction, fluency, and confidence, short stories offer cultural experience, reasonable language input, and significant context. The study covers pedagogical implications, sample exercises, practical classroom practices, and theoretical underpinnings. The results indicate that learners' fluency, vocabulary retention, and interactive ability are much enhanced when short story texts are combined with communicative questioning strategies.

**Key words:** speaking skills, A2 learners, short stories, communicative approach, question-and-answer technique, ESL methodology.

**Annotatsiya:** Ingliz tilini o'rganuvchilar uchun A2 darajasida og'zaki nutq ko'nikmalarini rivojlantirish, ayniqsa real hayotdagi muloqot imkoniyatlari cheklangan sharoitlarda, juda murakkab hisoblanadi. Ushbu maqolada A2 darajasidagi o'quvchilarning gapirish ko'nikmalarini rivojlantirish maqsadida qisqa hikoyalarni tuzilmaviy savol-javob mashqlari bilan uyg'unlashtirish samaradorligi o'rganiladi. Yo'naltirilgan savollar o'zaro muloqot, ravonlik va ishonchni rivojlantirsa, qisqa hikoyalar madaniy tajriba, mazmunli til materiallari va muhim kontekstni taqdim etadi. Tadqiqot pedagogik ahamiyat, namunaviy mashqlar, amaliy sinf faoliyatlari va nazariy asoslarni qamrab oladi. Natijalar shuni ko'rsatadiki, qisqa hikoyalar kommunikativ savol-javob strategiyalari bilan birgalikda qo'llanilganda o'quvchilarning ravonligi, lug'at boyligini eslab qolishi va interaktiv muloqot qobiliyati sezilarli darajada yaxshilanadi.

**Kalit so'zlar:** speaking skills, A2 learners, short stories, communicative approach, question-and-answer technique, ESL methodology.

**Аннотация:** Для изучающих английский язык развитие навыков устной речи на уровне A2 представляет значительную трудность, особенно в условиях ограниченного общения в реальной жизни. В данной статье исследуется эффективность сочетания структурированных упражнений в формате "вопрос-ответ" с короткими рассказами для развития разговорных навыков учащихся уровня A2. Направленные вопросы способствуют развитию взаимодействия, беглости речи и уверенности, тогда как короткие рассказы обеспечивают культурный опыт, содержательный языковой материал и значимый контекст. Исследование охватывает педагогические аспекты, примеры упражнений, практические методы работы в классе и теоретические основы. Результаты показывают, что использование коротких рассказов в сочетании с коммуникативными стратегиями "вопрос-ответ" значительно улучшает беглость речи учащихся, запоминание словарного запаса и способность к интерактивному общению.

**Ключевые слова:** speaking skills, A2 learners, short stories, communicative approach, question-and-answer technique, ESL methodology.

## INTRODUCTION

According to the Common European Framework of Reference (CEFR), speaking is frequently considered the most difficult skill for English language learners, particularly at the elementary (A2) level. Even while students may comprehend the fundamentals of syntax and vocabulary, they usually find it difficult to communicate their thoughts confidently and eloquently. Common obstacles include a lack of speaking practice, a limited vocabulary, and a fear of making mistakes. Speaking, especially at the elementary (A2) level, is often regarded as the most challenging skill for English language learners according to the Common European Framework of



Reference (CEFR). Students typically struggle to express themselves clearly and confidently, even though they may understand the basics of grammar and vocabulary. Lack of speaking experience, a limited vocabulary, and a fear of making mistakes are common challenges. This article examines how short stories, when paired with systematic Q&A techniques, can significantly improve speaking skills among A2 learners.

## LITERATURE REVIEW

The study is grounded in Krashen's Input Hypothesis (1985), which emphasizes comprehensible input ( $i+1$ ), and Long's Interaction Hypothesis (1996), highlighting the role of interaction in language acquisition. Additionally, Vygotsky's Sociocultural Theory (1978) supports the importance of guided interaction within the Zone of Proximal Development. This study extends these theories by integrating structured questioning techniques as a bridge between input and output.

The novelty of this research lies in the structured sequencing of Q&A activities based on narrative input. Unlike previous studies, this approach combines storytelling, scaffolded questioning, and learner-generated dialogue within a single framework. It introduces a cyclical interaction model: input → guided questions → personalized responses → peer questioning. This structured cycle ensures sustained speaking practice and deeper cognitive processing.

## RESEARCH METHODOLOGY

A classroom-based experimental approach was used with A2 learners. Students participated in short-story sessions followed by structured Q&A activities. Data were collected through observation, speaking assessments, and learner feedback.

## ANALYSIS AND RESULTS

Language learning occurs most effectively when learners are exposed to meaningful input and are given opportunities to use language in authentic communication, as emphasized in Communicative Language Teaching (CLT) (Richards & Rodgers, 2001). The importance of comprehensible input slightly above the learner's current level ( $i+1$ ) is highlighted in Krashen's Input Hypothesis (Krashen, 1985). Short stories designed for A2 learners provide this type of input through simple plots, familiar vocabulary, and accessible grammatical structures.

In addition, Long's Interaction Hypothesis stresses that interaction plays a crucial role in language development (Long, 1996). When learners respond to questions, clarify meaning, and negotiate understanding, they actively engage in language processing. Structured Q&A sessions built around short stories create meaningful opportunities for such interaction, promoting both fluency and comprehension.

### The Importance of Context in Speaking

When asked to speak about abstract or unknown subjects, A2 students frequently find it difficult. This issue is resolved in short stories by clearly defining the scene, characters, events, and context. Instead of coming up with ideas on their own, learners can talk about the story's already-presented events.

### Why Short Stories Are Effective for A2 Learners

For a number of reasons, short stories are especially appropriate for elementary school students.

1. **Manageable Length:** They can be read and discussed in a single class.
2. **Simple Language:** Present simple, past simple, and future "going to" are examples of basic grammar used in stories intended for A2 students.
3. **Emotional Engagement:** Stories arouse curiosity and draw attention on their own.
4. **Cultural Awareness:** Through stories, students are exposed to a variety of viewpoints and lifestyles.
5. **Vocabulary Repetition:** Important terms are used repeatedly, which helps with recall. Moreover, stories create a safe speaking environment. Students focus on the characters rather than themselves, reducing anxiety.

### The Role of Structured Question-and-Answer Activities

The way teachers create follow-up speaking exercises has a big impact on how well short stories are used. Active communication replaces passive reading in structured Q&A sessions.

### Types of Questions for A2 Learners

To improve speaking systematically, questions should be organized in stages:

#### 1. Literal (Comprehension) Questions

These questions check understanding and require short answers:

1. Who is the main character?
  2. Where does the story take place?
  3. What happened at the end?
- These help learners build confidence.

#### 2. Descriptive Questions

These encourage longer responses:

1. Can you describe the main character?
2. What was the problem in the story?

#### 3. Personalization Questions

These connect the story to learners' experiences:

1. Have you ever had a similar experience?
  2. What would you do in this situation?
- Personalization significantly increases speaking time and engagement.

#### 4. Opinion-Based Questions

These promote critical thinking:

1. Do you agree with the character's decision? Why?
  2. Was the ending good or bad?
- Even at the A2 level, learners can express simple opinions using basic structures.

### Practical Classroom Implementation

#### Step 1: Pre-Reading Stage

The teacher introduces key vocabulary using pictures or simple definitions. Prediction questions can activate interest:

1. What do you think the story is about?
2. Who is this person?

#### Step 2: While-Reading Stage

Students read the short story individually or in pairs. The teacher may pause and ask quick comprehension questions.

#### Step 3: Post-Reading Q&A Session

The most crucial phase for the development of speaking is this one. The instructor facilitates discussions in small groups or pairs. Every student provides an oral response to a number of questions.

For instance, following the hearing of a tale about a small child who misplaces his wallet:

1. Where did he lose it?
2. How did he feel?
3. Who helped him?
4. What lesson did he learn?
5. What would you do if you lost your wallet?

Students can also create their own questions for classmates, which further develops communicative competence.

### Sample Activity for A2 Learners

Story Title: "A Surprise Birthday"

After reading the story, students work in pairs:

Student A asks:

1. Why was Anna sad at the beginning?
2. Who organized the party?
3. What happened at the end?

Student B answers and asks:

1. Do you like surprise parties? Why?
2. What was your best birthday?

This structured exchange ensures that every learner speaks.



### Benefits for Speaking Development

#### 1. Improved Fluency

Repeated answering of questions helps students speak more automatically. Over time, hesitation decreases.

#### 2. Vocabulary Expansion

Stories introduce vocabulary in context. When students use new words while answering questions, retention increases.

#### 3. Grammar Reinforcement

A2 grammar structures (past simple, comparatives, modal verbs) naturally appear in storytelling and responses.

#### 4. Increased Confidence

Since learners talk about a shared text, they feel more prepared and less anxious.

#### 5. Development of Interaction Skills

Students practice turn-taking, asking for clarification, and responding appropriately.

### Challenges and Solutions

Despite its advantages, this method may face certain challenges:

Limited vocabulary: Provide sentence starters (e.g., "I think that...", "In my opinion...").

Shy students: Begin with pair work before whole-class discussion.

Time management: Choose short texts appropriate to learners' level.

Teachers must carefully select stories that match learners' linguistic competence and interests.

### Pedagogical Implications

The concepts of communicative language teaching are in line with the use of short stories with organized Q&A activities. This approach encourages learner-centered interaction while integrating speaking and reading skills. It provides a useful and inspiring option for teachers working with A2 students, particularly in EFL environments where speaking opportunities are restricted.

This strategy can also be modified for use in online learning settings. Breakout-room discussions, audio recordings, and digital storytelling can all successfully mimic classroom interaction.

## CONCLUSION

Effective development of speaking skills at the A2 level requires both structured opportunities for output and meaningful, relevant input. According to Swain's Output Hypothesis, producing language plays a crucial role in developing linguistic competence, as it pushes learners to process language more deeply (Swain, 1995). At the same time, comprehensible and contextualized input remains essential for acquisition (Krashen, 1985). In this regard, short stories provide engaging and meaningful language input, while question-and-answer activities help transform comprehension into active communication.

When implemented systematically, this integrated approach enhances learner confidence, improves grammatical accuracy, strengthens vocabulary retention, and promotes fluency. Furthermore, interaction during Q&A tasks encourages learners to negotiate meaning and refine their language use, supporting Long's Interaction Hypothesis (Long, 1996). Therefore, the combination of short stories with guided Q&A activities can be considered an effective and practical method for developing speaking skills among A2 learners. Future research may explore its long-term impact on communicative competence and its applicability across diverse educational contexts.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



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