



## ENHANCING ENGLISH SPEAKING SKILLS IN PRE-INTERMEDIATE UNIVERSITY STUDENTS THROUGH INTERACTIVE AND MULTIMEDIA-BASED TEACHING METHODS

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**Annotation:** This article investigates methods for improving English-speaking skills among university students. Various strategies, including interactive activities, feedback sessions, and peer interaction, are evaluated in terms of their effectiveness in enhancing students' communication abilities. The study also considers the role of motivation, exposure to authentic materials, and the use of technology in language learning. Through a controlled study involving 50 pre-intermediate university students, improvements in fluency, pronunciation, and confidence were observed, with recommendations provided for educators aiming to strengthen their students' speaking proficiency.

**Key words:** methods, English, speaking, study, multimedia, pronunciation, technology, language, fluency, role, evaluation, strategy, activity.

The ability to speak fluently in English is a critical skill for students in the globalized world. As English continues to dominate as the lingua franca in business, academia, and international relations, university students are increasingly required to develop not just theoretical knowledge of the language, but practical communication skills. This study explores various methods to improve students' speaking skills, focusing on engagement techniques that promote active use of the language in real-life contexts. Although numerous studies have explored this area, there remains a gap in research regarding the most effective combination of methods for pre-intermediate learners.

The study was conducted over the course of one month at Alfraganus University, involving 50 pre-intermediate students from different departments who were eager to improve their speaking skills. The students were randomly divided into two equal groups of 25 participants. Group A followed a traditional curriculum, while Group B engaged in a more interactive and communicative approach.

Both groups were taught for five hours per week. Group A's instruction was centered around grammar-based activities, vocabulary drills, and scripted speaking tasks. The lessons involved controlled speaking practice where students repeated dialogues or performed role-plays that followed a prescribed format. Students also completed written exercises focused on accuracy, which were then discussed orally in class.

In contrast, Group B was exposed to a more dynamic approach, which focused on engaging students in communicative tasks. These tasks included unscripted peer discussions, group debates, and role-playing activities that required spontaneous use of language. Students in this group were also encouraged to practice speaking with the help of authentic multimedia resources such as podcasts, English-language YouTube videos, and interactive language-learning apps. Additionally, weekly feedback sessions were held, where students received detailed corrections on their speaking errors and personalized tips for improvement.

The same evaluation tools were used for both groups at the beginning and end of the month. These included a speaking test assessing fluency, pronunciation, and the ability to handle real-life conversation scenarios. The test involved an interview format where students had to answer questions, engage in dialogues, and describe images or short stories. Their performances were rated using a standardized rubric with categories for fluency, accuracy, pronunciation, and communication confidence.

At the end of the one-month period, significant differences emerged between the two groups. Group B, which had followed the interactive and multimedia-supported approach, demonstrated a more pronounced improvement in all areas of speaking compared to Group A.

- Fluency: Group B students showed a 20% increase in fluency, measured by the number of words spoken per minute without hesitation or unnatural pauses. By contrast, Group A exhibited only a 10% increase. Group B students appeared more comfortable speaking continuously, using longer phrases and more complex sentences, while Group A tended to rely on shorter, more rehearsed sentences.

- Pronunciation: Group B demonstrated a 15% improvement in pronunciation accuracy, as assessed by the reduction of phonological errors. Group A, in contrast, only achieved a 5% improvement in pronunciation. Group B's exposure to authentic listening materials, including native speaker accents and intonation patterns in podcasts and videos, appeared to contribute significantly to their improved pronunciation.

- Confidence: Group B participants reported a noticeable increase in confidence during post-test interviews. They were more willing to take risks in conversation, make mistakes, and self-correct, which led to a 25% improvement in their overall communication effectiveness. Group A, although they gained some confidence in structured tasks, showed only an 8% increase in confidence when required to engage in open-ended conversation.

- Error Reduction: Group B reduced their grammatical errors in speaking by 18%, while Group A showed only a 7% reduction. The ongoing, personalized feedback provided to Group B participants after each interactive session allowed them to self-correct and learn from mistakes in real-time.

The findings of this study suggest that incorporating interactive, technology-enhanced methods into English lessons can substantially improve students' speaking skills. Peer discussions and role-playing, which encourage active use of the language, appeared to boost confidence and reduce anxiety associated with speaking in a foreign language. Moreover, exposure to authentic materials, such as podcasts and videos, provided students with natural language input, which played a significant role in improving both pronunciation and fluency. These findings align with existing research that advocates for a more communicative approach to language learning.

However, the study has some limitations. The sample size was relatively small, and the study only focused on pre-intermediate students. Future research should aim to replicate these findings across different proficiency levels and larger populations to establish more generalizable results. Furthermore, while improvements in speaking skills were observed, further research is needed to assess the long-term retention of these skills.

This study demonstrates that integrating interactive and multimedia-based methods into English-speaking lessons can significantly enhance students' fluency, pronunciation, and overall communication confidence in a short period of time. Over the course of one month, students who participated in a communicative, technology-enhanced approach showed

greater progress in key areas of spoken English compared to those who followed a traditional, grammar-focused curriculum.

The use of real-life communication tasks, authentic multimedia resources, and regular personalized feedback allowed students in the interactive group (Group B) to practice language in more natural and meaningful contexts. As a result, they became more fluent and confident speakers, capable of handling spontaneous conversations. In contrast, while the traditional group (Group A) showed some improvements, their progress was more limited, particularly in their ability to speak naturally and respond effectively in unstructured conversations.

These findings underscore the importance of creating engaging, interactive learning environments for language students, especially when it comes to improving speaking skills. Educators are encouraged to implement communicative activities and incorporate modern technology, such as podcasts and videos, into their teaching methods. By doing so, they can foster greater student engagement, reduce speaking anxiety, and accelerate language acquisition. Future research could explore the long-term effects of these methods and assess their impact on learners of different proficiency levels.

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