

ENHANCING SPEAKING CONFIDENCE THROUGH PAIR WORK IN EFL CLASSROOMS

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Annotatsiya. Ushbu tadqiqot EFL darslarida juftlik ishining talabalarining nutqqa bo'lgan ishonchiga ta'sirini o'rganishga qaratilgan edi. Ko'pgina talabalar ikkinchi tilda gaplashganda xavotirga tushishadi. Shuning uchun, ushbu tadqiqotning asosiy maqsadi juftlik ishining nutq ko'nikmalarini yaxshilashdagi rolini aniqlashdir. Sifatli usul qo'llanildi, unda ingliz tilini o'rtacha darajada biladigan 15 talaba ishtirok etdi. Ma'lumotlar kuzatish va talabalarining javoblari orqali to'plandi. Natijalar shuni ko'rsatadiki, juftlikda ishlash ravonlik, so'z boyligini rivojlantirishga hissa qo'shadi va gapirish paytida o'zlarini qulayroq his qilishga yordam beradi. Umuman olganda, juftlik ish texnikasi talabalarining nutq ko'nikmalarini yaxshilashning samarali usuli hisoblanadi.

Kalit so'zlar: juftlik ish, o'ziga ishonch, samarali usul, EFL darslari, birgalikda o'rganish, so'z boyligi, aniqlik, ravonlik, muloqot, xavotir, o'zaro ta'sir.

Аннотация. Целью данного исследования было изучение влияния работы в парах на уверенность студентов в разговорной речи на уроках английского как иностранного. Многие студенты испытывают тревогу при разговоре на втором языке. Поэтому основная цель данного исследования — определить роль работы в парах в улучшении навыков разговорной речи. Использовался качественный метод, в котором приняли участие 15 студентов со средним уровнем владения английским языком. Данные были собраны посредством наблюдения и ответов студентов. Результаты показывают, что работа в парах способствует развитию беглости речи, словарного запаса и помогает чувствовать себя более комфортно во время разговора. В целом, техника работы в парах считается эффективным методом улучшения навыков разговорной речи студентов.

Ключевые слова: работа в парах, уверенность в себе, эффективный метод, уроки английского как иностранного, совместное обучение, словарный запас, точность, беглость речи, коммуникация, тревога, взаимодействие.

Annotation. This study aimed to examine the effects of pair work on students' speaking confidence in EFL classes. Many students feel anxious when speaking in a second language. Therefore, the main purpose of this study is to identify the role of pair work in improving speaking skills. A qualitative method was used, involving 15 students with an

intermediate level of English. The data were collected through observation and students' responses. The results indicate that working in pairs contributes to the development of fluency, vocabulary and helps feel more comfortable while speaking. Overall, the pair work technique is considered an effective method for improving students' speaking skills.

Key words: *pair work, self-confidence, effective method, EFL classes, learning together, vocabulary, accuracy, fluency, communication, anxiety, interaction.*

Introduction. Speaking is regarded as one of the most important skills in language learning. Compared to other skills such as reading and writing, speaking allows people to share their ideas, thoughts, opinions in real communication. However many students feel anxious and lack confidence when speaking in the English language, especially EFL classes.

In traditional classes students often have fewer opportunities to speak because the teacher usually dominates the lesson. Due to limited communication, students may feel less motivated to participate in speaking activities. To address this issue, interactive teaching methods such as pair work are commonly used in language teaching. Pair work allows them to communicate with their partners in a more relaxed environment. Therefore, the study aims to identify the effects of pair work on improving speaking confidence in EFL lessons. The research also examines how pair work activities help students enhance fluency, vocabulary and interaction during speaking tasks.

Literature review. Marsevani (2022) states that speaking is considered the most important skill in language learning. Because in daily life people exchange their ideas, thoughts, and opinions through speaking, not reading. Thus, there are some methods that were used to improve it. Qani Nasih (2024): In the 1970s, pair work originated. Because the main part of the class consists of the teacher's speech. In the study Rakshya Neupane (2013) analyzed the gap between modern and translation teaching methods in the case of Nepal. The author states that using teaching-centered approaches such as lectures and explanations limits students' performance. Therefore, implementing interactive methods such as pair work helps to create a student-centered environment. Cian Subarnin (2025) said that pair work is learning language and working together. It is especially useful for making students' speaking skills better. Wuri Yulitrisya (20218) argues that pair work encourages students to be active, think independently, and learn language by communicating. Diana Achmad (2014) states that pair work is one of the interaction patterns that is commonly used in modern language classes such as English as a second language (ESL) or English as a foreign language (EFL). According to some researchers in pair work, students can speak more fluently, and they can use more academic words than when they speak with their teachers. Cian Subarnin's (2025) pair work technique not only improves EFL students' proficiency in this language but also helps them to think critically. Furthermore, McDonough (2023) emphasized that "learners may feel less anxious and more confident when interacting with peers during pair or small group activities than during whole-class discussions" (p. 208). Additionally, research conducted by Rahmah Rianti (2022) shows that when students work in pairs, they feel more comfortable as they can easily share their

own thoughts without anxiety. It also gives strong emotional support and motivation to speak in a second language. However, Charbi (2021) notes that there are 2 main disadvantages of pair work: lack of accuracy and often using the native language. While they are speaking with their partner, they make mistakes, and the teacher cannot interfere with them. Using this technique in large groups often makes it difficult to control them; that is to say, instead of speaking the second language, they use their own native language. This is supported by Qani Nasih Najim (2025); students frequently use their mother tongue due to lack of understanding the task.

Method. This study used a qualitative method to identify the effects of pair work on students' speaking confidence. The aim of this research was to analyze how pair work contributes to the development of speaking skills among school students. The study consisted of 15 participants from extracurricular classes who were learning English as a second language. Their level was intermediate. The data were collected through observation and student responses. The researcher observed students' participation and speaking performance during study.

First, students were divided into pairs and speaking questions were given to them. They began to share ideas with their partners. After this activity, the results were analyzed to explain the effects of pair work in EFL lessons.

Result. The findings of this study show that pair work plays a significant role in improving students' speaking confidence in EFL lessons. Most students participated actively, spoke confidently and did not feel anxious during the activities. First, some students who were previously unable to speak to the teacher or in front of the class, despite having the same English level as others, began to feel more comfortable and spoke fluently with their partners during pair work activities. Second, they actively used vocabulary and unconsciously memorized new words, phrases from each other. Finally, pair work not only improved students' speaking skills, but also increased their interaction and helped them feel more confident and positive psychologically.

Discussion. The results of this study are consistent with previous research on the advantages of pair work. Similar to the findings of Maya Marsevani (2022) and Cian Subarnin (2025), working in pairs is considered an effective way to improve students' speaking skills. The improvement in vocabulary supports Diana Achmad (2014), who stated that students can easily learn academic words while speaking with their partners rather than teachers. When students communicate with their partners in a relaxed and emotional environment, they unconsciously adapt new words and expressions from each other. Moreover, the reduction of anxiety corresponds with the findings of McDonough (2023), who highlighted that during pair work students feel less anxious compared to whole-class discussions. The enhanced interaction and positive psychological effects observed in this study also align with Rahmah Rainti (2022), who emphasized that learners feel more motivated when speaking with their peers. However some disadvantages were observed, similar to Charbi (2021), such as lack of accuracy and frequent usage of the native language. These challenges can be addressed through proper guidance and monitoring by the teacher. Overall, the findings indicate that working in pairs offers many

advantages such as reducing anxiety, improving fluency and vocabulary, creating a supportive learning environment and increasing interaction between students.

Conclusion. This study aimed to analyze the effects of pair work in EFL classes and show its importance in speaking confidence. The findings of the study indicate that working in pairs is one of the most effective methods for improving students' speaking fluency, vocabulary and reducing anxiety. When students speak in English with their partners, they feel more comfortable and it provides a good opportunity for them to expand their vocabulary. In conclusion, pair work can be considered a useful technique if it is used properly in language classrooms.

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