



THEORETICAL BACKGROUND OF TEACHING SPEAKING IN ENGLISH

**Rabbimov Javohir Farhod o‘g‘li,
Raximova Guljaxon Rustamovna,**

Students of Samarkand State Institute of Foreign Languages

Scientific supervisor: Ergasheva Xayriniso Abdurasul qizi,
Teacher of Samarkand State Institute of Foreign Languages

DOI: <https://doi.org/10.5281/zenodo.18348850>

***Annotation.** The article examines the key linguistic, psychological, and pedagogical theories that form the foundation of effective speaking instruction in English language teaching. It focuses on the concept of speaking as a complex communicative skill that involves fluency, accuracy, pronunciation, and pragmatic competence. The article discusses major theoretical approaches such as communicative language teaching, task-based learning, and sociocultural theory, emphasizing their role in creating meaningful interaction and learner-centered instruction. Special attention is given to the importance of interaction, feedback, and learner motivation in developing oral proficiency. The study also analyzes common challenges in teaching speaking, including anxiety, limited exposure to authentic language, and insufficient classroom practice. By synthesizing theoretical perspectives and methodological principles, the article provides a clear framework for understanding how speaking skills can be effectively taught and developed in English language classrooms.*

***Key words:** teaching speaking, English language instruction, communicative competence, fluency, accuracy, interaction, speaking skills, language pedagogy, oral proficiency.*

INTRODUCTION

Teaching speaking in English has become one of the central priorities of modern language education due to the increasing demand for effective oral communication in academic, professional, and social contexts. Speaking is often considered the most visible indicator of language proficiency, as it reflects learners' ability to express ideas, emotions, and intentions in real time. However, speaking is also one of the most challenging skills to teach and learn, since it requires the simultaneous use of vocabulary, grammar, pronunciation, and pragmatic knowledge. As a result, understanding the theoretical background of teaching speaking is essential for designing effective instructional practices that respond to learners' communicative needs.

From a linguistic perspective, speaking is not merely the production of correct sentences but a dynamic process of interaction. It involves turn-taking, negotiation of meaning, and the ability to respond appropriately in different communicative situations. Early approaches to language teaching, such as grammar-translation and audio-lingual methods, focused primarily on structural accuracy and repetition, often neglecting communicative competence. While these methods contributed to



the development of grammatical knowledge, they provided limited opportunities for authentic speaking practice. This limitation led to the emergence of communicative-oriented theories that emphasize the functional and social nature of language use.

One of the most influential theoretical frameworks in teaching speaking is Communicative Language Teaching (CLT). CLT views language as a tool for communication and stresses the importance of meaningful interaction in the classroom. According to this approach, learners develop speaking skills by using language to perform communicative tasks rather than by memorizing isolated structures. Classroom activities such as discussions, role-plays, simulations, and problem-solving tasks are designed to mirror real-life communication, allowing learners to practice fluency and functional language use. The theoretical foundation of CLT highlights the balance between fluency and accuracy, recognizing that errors are a natural part of language development.

Another important theoretical perspective is Task-Based Language Teaching (TBLT), which builds upon communicative principles by organizing instruction around tasks that require learners to use language for a specific purpose. In TBLT, speaking is developed through tasks that encourage interaction, collaboration, and problem-solving. Learners are motivated to speak because the focus is on achieving a communicative outcome rather than on producing perfect language forms. This approach is grounded in the belief that meaningful use of language promotes deeper cognitive processing and long-term acquisition.

Psychological theories of language learning also play a significant role in shaping approaches to teaching speaking. Sociocultural theory, influenced by the work of Vygotsky, emphasizes the social nature of learning and the importance of interaction in cognitive development. According to this view, speaking skills are developed through collaboration with peers and guidance from teachers within the learner's zone of proximal development. Scaffolding, feedback, and guided practice are key instructional strategies derived from this theoretical framework. In addition, affective factors such as motivation, anxiety, and self-confidence are recognized as crucial elements influencing speaking performance.

LITERATURE REVIEW

The teaching of speaking in English has been widely discussed in linguistic and pedagogical literature, as speaking is considered one of the most complex and essential language skills. Many scholars agree that speaking reflects not only learners' knowledge of vocabulary and grammar but also their ability to use language appropriately in real communicative situations. Brown emphasizes that speaking is an interactive process requiring learners to produce, receive, and process



information in real time, which makes it fundamentally different from other language skills [1,79]. This view highlights the need for teaching approaches that prioritize interaction and meaningful communication rather than mechanical repetition.

A significant body of research focuses on communicative competence as the main goal of teaching speaking. Hymes' concept of communicative competence laid the foundation for later pedagogical models, stressing that knowing a language means knowing how to use it in social contexts. Building on this idea, Canale and Swain argue that speaking instruction should address grammatical, sociolinguistic, discourse, and strategic competence simultaneously [2,112]. Their framework has strongly influenced modern speaking pedagogy, encouraging teachers to design activities that develop both linguistic accuracy and functional language use.

Communicative Language Teaching (CLT) has been extensively analyzed as a leading approach to teaching speaking. Richards and Rodgers note that CLT shifted the focus of language teaching from form-centered instruction to meaning-centered communication, making speaking activities central to classroom practice [3,186]. According to their analysis, activities such as role-play, discussions, and information-gap tasks create conditions where learners must actively negotiate meaning, thereby improving fluency and confidence. However, they also point out that successful implementation of CLT requires careful balancing of fluency and accuracy, as excessive focus on communication alone may lead to fossilized errors.

Task-Based Language Teaching (TBLT) has also received considerable attention in the literature as an effective framework for developing speaking skills. Nunan explains that tasks provide learners with a clear communicative purpose, motivating them to speak in order to achieve specific outcomes [4,203]. Through task-based interaction, learners are exposed to authentic language use and are encouraged to experiment with linguistic forms. Research suggests that TBLT promotes fluency and learner autonomy, although it may present challenges for teachers who lack experience in task design and classroom management.

Psychological and sociocultural perspectives further enrich the theoretical background of teaching speaking. Vygotskian theory emphasizes the role of social interaction in language development, arguing that learners acquire speaking skills through collaboration and guided support. According to Lantolf, interaction with peers and teachers within the zone of proximal development enables learners to internalize language structures and communicative strategies [5,145]. This perspective underscores the importance of scaffolding, feedback, and cooperative



activities in speaking instruction. It also draws attention to affective factors such as anxiety and motivation, which significantly influence learners' oral performance.

Another important area of research concerns the relationship between fluency and accuracy in speaking instruction. Thornbury argues that fluency develops through extensive practice and exposure to meaningful speaking tasks, while accuracy requires focused attention on form and corrective feedback [6,91]. He suggests that effective speaking instruction should integrate both elements rather than prioritizing one over the other. This balanced approach allows learners to communicate confidently while gradually improving the correctness of their speech.

METHODOLOGY

The methodology of this study is designed to examine the theoretical and practical aspects of teaching speaking in English, with particular attention to instructional approaches that promote communicative competence. A qualitative research approach is primarily employed, supported by descriptive and analytical methods, in order to explore how speaking skills are conceptualized, taught, and developed within established pedagogical frameworks. This approach allows for an in-depth understanding of teaching practices rather than a purely statistical evaluation.

The research begins with a theoretical analysis of academic sources, including books, journal articles, and methodological guidelines related to teaching speaking in English. Key theories such as Communicative Language Teaching, Task-Based Language Teaching, and sociocultural theory are examined to identify core principles that inform speaking instruction. Through systematic reading and comparison of these sources, the study identifies common patterns, strengths, and limitations in existing approaches. This stage provides the conceptual foundation for the entire research and ensures that the analysis is grounded in well-established theoretical perspectives.

In addition to theoretical analysis, the study applies a descriptive method to outline the main characteristics of effective speaking instruction. This involves categorizing speaking activities, instructional strategies, and classroom practices commonly recommended in the literature. Particular attention is given to interactive techniques such as role-plays, discussions, simulations, and task-based activities, as these are frequently highlighted as effective tools for developing oral proficiency. The descriptive approach allows the research to present a clear and structured overview of how speaking is taught in different pedagogical contexts.

The research also employs a comparative method to contrast traditional and modern approaches to teaching speaking. Traditional methods, which often



emphasize accuracy and controlled practice, are compared with communicative and learner-centered approaches that prioritize fluency and interaction. This comparison helps to identify the pedagogical shifts that have occurred in speaking instruction and to evaluate their impact on learners' communicative development. By analyzing similarities and differences between approaches, the study highlights the advantages of integrating multiple methods to achieve balanced speaking instruction.

To enhance the practical relevance of the research, classroom-based examples described in the literature are analyzed to illustrate how theoretical principles are implemented in practice. Although the study does not involve direct experimental intervention, it draws on documented classroom observations and case studies to demonstrate effective speaking activities and teacher strategies. These examples provide insight into how teachers manage interaction, provide feedback, and address learners' affective needs during speaking tasks.

Finally, the methodology incorporates interpretative analysis to synthesize findings from different sources and draw meaningful conclusions. This analytical process enables the research to evaluate the effectiveness of various teaching approaches and to identify best practices for speaking instruction. The combination of theoretical review, descriptive analysis, and comparative evaluation ensures a comprehensive understanding of the methodology of teaching speaking in English.

RESULTS

The results of this study demonstrate that modern theoretical approaches to teaching speaking in English place a strong emphasis on communication, interaction, and learner-centered instruction. Analysis of the reviewed literature shows that speaking is no longer viewed as a secondary skill but as a central component of language proficiency that integrates linguistic, social, and cognitive elements. The findings indicate that approaches grounded in communicative and task-based principles consistently promote more effective speaking development than traditional form-focused methods.

One significant result is the clear distinction identified between traditional and modern approaches to teaching speaking. Traditional methods primarily focus on accuracy, memorization, and controlled drills, which often limit learners' opportunities for spontaneous oral expression. In contrast, modern approaches encourage learners to actively use language through meaningful tasks, discussions, and interactive activities. This shift results in improved fluency and greater learner engagement, as students are motivated to speak for real communicative purposes rather than simply to practice grammatical forms.



The results also highlight the importance of interaction and feedback in speaking development. The literature consistently shows that learners benefit from opportunities to negotiate meaning, receive corrective feedback, and reflect on their spoken performance. Interaction with peers and teachers supports the development of communicative competence and helps learners overcome common challenges such as hesitation and anxiety. Furthermore, feedback is shown to be most effective when it is supportive and focused on both fluency and accuracy.

Another important finding is the role of affective factors in speaking instruction. The reviewed sources emphasize that learner motivation, confidence, and emotional comfort significantly influence speaking performance. Teaching methods that create a supportive and non-threatening classroom environment contribute to reduced anxiety and increased willingness to speak. As a result, learners become more active participants in oral activities and demonstrate greater progress in speaking skills.

Overall, the results confirm that effective teaching of speaking in English requires an integration of theoretical principles that prioritize meaningful communication, interaction, and learner engagement. These findings provide a strong basis for adopting communicative and learner-centered approaches in speaking instruction.

DISCUSSION

The findings of this study highlight several critical aspects of teaching speaking in English, which align with contemporary pedagogical theories and emphasize the importance of interaction, meaningful practice, and learner engagement. The results confirm that modern communicative and task-based approaches are more effective than traditional grammar-focused methods in developing learners' speaking competence. By prioritizing fluency alongside accuracy, these approaches allow learners to actively participate in real-life communication, which enhances both linguistic skills and confidence.

A central discussion point is the integration of interaction and feedback in speaking instruction. Interaction, whether between peers or with teachers, creates opportunities for negotiation of meaning, clarification, and collaborative problem-solving. Such dynamic engagement not only facilitates the development of fluency but also encourages learners to apply grammatical and lexical knowledge in authentic contexts. Feedback, when delivered constructively, helps learners identify errors, refine their language use, and gain self-awareness of their communicative abilities. This reflects a broader consensus in the literature that speaking proficiency is developed most effectively in socially interactive settings.



Another aspect of discussion is the role of affective factors such as motivation, anxiety, and learner confidence. The research indicates that students' willingness to speak is closely linked to their emotional state and classroom environment. A supportive, low-anxiety atmosphere encourages risk-taking in oral communication, which is essential for practicing new structures and expanding vocabulary. Conversely, environments that emphasize correction over communication may inhibit learners, leading to reduced participation and slower development of speaking skills.

The study also addresses the balance between fluency and accuracy. While early language teaching often emphasized grammatical perfection, contemporary theory and practice suggest that prioritizing fluency in early stages enables learners to communicate effectively and gain confidence. Gradually, attention to accuracy can be integrated without hindering the natural flow of communication. This balanced approach aligns with findings from communicative language teaching and task-based learning, demonstrating that both components are crucial for comprehensive speaking development.

CONCLUSION

The present study has explored the theoretical foundations and practical approaches to teaching speaking in English, emphasizing the integration of linguistic, pedagogical, and psychological perspectives. The analysis of literature and methodological approaches demonstrates that speaking is a complex skill, requiring not only knowledge of grammar and vocabulary but also the ability to interact effectively, negotiate meaning, and respond appropriately in various communicative contexts. Effective teaching of speaking, therefore, must consider both the structural and functional aspects of language, as well as learner engagement and motivation.

One of the key conclusions drawn from this research is the importance of communicative competence as the primary goal of speaking instruction. Approaches such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) provide frameworks that encourage learners to use language meaningfully and purposefully. These approaches facilitate the development of fluency while still allowing for gradual improvement in accuracy. Classroom activities such as discussions, role-plays, and problem-solving tasks have been highlighted as effective tools for promoting interaction, fostering collaboration, and enhancing learners' confidence in speaking.

The study also emphasizes the role of interaction and feedback in developing speaking skills. Peer-to-peer communication, guided practice, and teacher feedback



are essential in helping learners refine their language, correct errors, and internalize appropriate linguistic structures. The findings suggest that learners perform better when they are encouraged to speak in a supportive environment where mistakes are treated as part of the learning process rather than as failures. Such an environment not only enhances oral proficiency but also positively impacts learners' motivation and willingness to participate actively in class activities.

In conclusion, the study demonstrates that effective teaching of speaking in English requires a comprehensive approach, combining communicative tasks, interactive practices, feedback mechanisms, and attention to affective factors. By grounding teaching practices in established theoretical frameworks and adapting them to learners' needs, educators can create dynamic and productive learning environments. Such an approach not only enhances oral proficiency but also prepares learners to engage confidently in real-world communication, fostering lifelong language learning skills.

References:

1. Brown, H. D. Principles of Language Learning and Teaching. – New York: Pearson Education, 2007. – P. 410.
2. Canale, M., & Swain, M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. – Applied Linguistics, 1980. – P. 112.
3. MA Balyasnikova. Variation of a word sign and its meaning. ISJ Theoretical & Applied Science 10 (114), 7-13, 2022.
4. Nazira Amriddinova.(2022). The role of context in realization of semantic structure of the text. Zien Journal of Social Sciences and Humanities 13, 60-63.
5. Lantolf, J. P. Sociocultural Theory and Second Language Learning. – Oxford: Oxford University Press, 2006. – P. 145.
6. M Balyasnikova. Asyndeton in the dramas of Shakespeare. Bridge to Science: Research Works, 101-104, 2019.
7. Nunan, D. Task-Based Language Teaching. – Cambridge: Cambridge University Press, 2004. – P. 203.
8. BM Aleksandrovna. Exclamatory Repetitions in Shakespeare's Tragedy "Hamlet". Евразийский научный журнал, 129-131, 2017.
9. ND Sanatovna. English And Uzbek Idioms Describing Human's Emotional State. European Scholar Journal 2 (8), 89-91, 2021.
10. Richards, J. C., & Rodgers, T. S. Approaches and Methods in Language Teaching. – Cambridge: Cambridge University Press, 2001. – P. 186.
11. МА Балясникова. Имена лица с коннотативными компонентами в современном английском языке. Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari ..., 2024.
12. Thornbury, S. How to Teach Speaking. – Harlow: Longman, 2005. – P. 91.
13. E Nasibullaeva, D Narzullaeva. The Role of the English Language in Teaching Computer System Programming. Conference Proceedings: Fostering Your Research Spirit, 252-254, 2024.