SYSTEMATIC PEDAGOGICAL CHALLENGES IN DEVELOPING SPEAKING SKILLS: A THEORETICAL ANALYSIS

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Abstract. *This paper analyzes the psycholinguistic and pedagogical challenges in developing speaking skills in foreign language education. It examines key barriers such as speech anxiety, the accuracy-fluency imbalance, the artificiality of classroom settings, and the lack of differentiated instruction. Drawing on the theories of S. Krashen, E. Horwitz, and H. Gardner, the study explores how innovative frameworks like Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL) can overcome these obstacles. The paper concludes that fostering a supportive classroom environment and reducing the "Affective Filter" are essential for developing autonomous and confident speakers.*

Keywords: *speaking skills, affective filter, language anxiety, information gap, TBL, CLIL, multiple intelligences, pedagogical barriers.*

In the process of educational instruction, the formation of speaking skills is not merely a matter of applying methodical techniques; it is a complex psycholinguistic and pedagogical transformation. A primary challenge in modern foreign language teaching lies in the discrepancy between a learner's linguistic knowledge and their actual communicative performance. Within this process, several fundamental pedagogical barriers exist:

1. Psychological Barriers and Speech Anxiety

The most significant pedagogical challenge in oral activity is the learner's internal fear and anxiety. Learners often become passive, fearing grammatical errors or the inability to express their thoughts accurately. Stephen Krashen, in his **"Affective Filter"** hypothesis, posits that anxiety, lack of self-confidence, and low motivation create an "invisible wall" in the language acquisition process, blocking the internal processing of linguistic input. [1] Further exploring this issue, **Elaine Horwitz** provided the academic foundation for the concept of "Foreign Language Anxiety." According to Horwitz, communicative barriers arise from three factors: communication apprehension, test anxiety, and fear of negative evaluation. [2] Consequently, these factors prevent learners from fully realizing their intellectual and communicative potential.

2. The Conflict Between Accuracy and Fluency

In the pedagogical process, instructors often face a difficult choice: immediate correction of a learner's error (accuracy) or allowing continuous speech (fluency). Peter Skehan highlights the issue of limited attentional capacity, noting that a learner cannot simultaneously focus on complex grammatical structures and the delivery of meaning. [3] Similarly, H. Douglas

Brown demonstrated that excessive error correction by the teacher can lead to "global inhibition" in the learner, stifling the desire to communicate. [4]

3. Artificiality of the Learning Environment and the "Information Gap"

Communication within the classroom setting is often detached from real-life contexts, relying on "artificial dialogues." In such cases, the learner fails to perceive the purpose of the communication or the necessity of the information being shared. Jack Richards emphasizes that for authentic communication to occur, an "Information Gap" must exist within the lesson. [5] This requires one learner to request and receive information that they do not already possess. David Nunan further argues that artificial exercises found in textbooks fail to prepare learners for real-world social adaptation. [6]

4. Lack of Differentiated Instruction and the Mixed-Ability Challenge

The diverse proficiency levels within a single classroom (mixed-ability classes) represent a serious pedagogical hurdle. A uniform task is rarely effective for all students simultaneously. Penny Ur notes that educational effectiveness depends on tasks being "reachable" for all learners within the group. [7] Furthermore, Howard Gardner's theory of "Multiple Intelligences" demonstrates that each learner possesses a distinct profile of cognitive strengths—such as visual-spatial, auditory-musical, or bodily-kinesthetic—which significantly influences their style of acquiring speech. Therefore, a diversified pedagogical approach is required to cater to these individual differences. [8]

In Conclusion, pedagogical challenges in developing speaking skills are rooted not only in the quality of instructional materials but also in the human factor and the psychology of communication. To overcome these barriers, educators must integrate methodical innovations such as Task-Based Learning (TBL) and Content and Language Integrated Learning (CLIL) while ensuring a democratic and supportive classroom environment. Furthermore, creating a democratic and supportive classroom environment is a fundamental necessity. By lowering the Affective Filter and reducing Speech Anxiety, teachers can encourage students to take linguistic risks without the fear of negative evaluation. Ultimately, balancing Accuracy (grammatical correctness) and Fluency (smooth delivery) ensures that learners become autonomous and confident speakers, fully prepared for the communicative demands of the 21st century.

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