

ENHANCING SPEAKING PERFORMANCE IN LANGUAGE LEARNING THROUGH INTERACTIVE PRACTICES

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Abstract. The development of speaking skills remains one of the most challenging aspects of foreign language learning. Despite possessing sufficient grammatical knowledge, many learners experience difficulty in oral communication due to psychological barriers and limited opportunities for practice. This article examines the role of interactive practices in improving speaking performance among language learners. It analyzes how classroom interaction contributes to fluency, confidence, and communicative competence, while also addressing the challenges associated with learner anxiety. The study argues that carefully structured interactive activities can significantly enhance learners' speaking abilities and overall language proficiency.

Keywords: speaking skills, interaction, communicative competence, anxiety, language learning

Introduction

In contemporary language education, the ability to communicate effectively has become a primary objective. Traditional approaches that emphasize grammar and memorization are no longer sufficient to develop communicative competence. Instead, modern methodologies highlight the importance of active language use, particularly in speaking.

However, many learners struggle to express themselves orally even after years of study. This difficulty is often not related to a lack of knowledge, but rather to insufficient practice and psychological factors such as fear of making mistakes. Therefore, it is essential to explore methods that can facilitate speaking development in a supportive and engaging manner.

This article aims to analyze the impact of interactive practices on learners' speaking performance and to identify strategies that promote effective oral communication.

Literature Review and Methodology

The significance of interaction in language learning has been widely discussed in the field of applied linguistics. Communicative Language Teaching (CLT) emphasizes that language acquisition occurs most effectively through meaningful communication. It has been argued that speaking skills develop more effectively through active participation than passive learning.^[5]

From a psychological perspective, learner anxiety has been identified as a major obstacle to speaking performance. According to previous studies, learners often avoid participation due to fear of negative evaluation. At the same time, regular exposure to communicative situations can gradually reduce this anxiety and improve confidence.^[8]

This study is based on qualitative analysis of existing literature and classroom observations. It focuses on how different types of interactive activities influence learners' speaking behavior and performance.

Discussion

Interactive practices play a crucial role in enhancing speaking performance. First, they provide learners with opportunities to use language in realistic contexts. Unlike traditional exercises, interactive tasks require spontaneous responses, which help develop fluency and flexibility in language use.^[3]

Furthermore, interaction promotes learner engagement. When students participate in discussions or collaborative tasks, they become active contributors rather than passive recipients of knowledge. This shift increases motivation and encourages deeper involvement in the learning process.

Another important aspect is the development of confidence. Frequent participation in speaking activities allows learners to become more comfortable with expressing their ideas. Over time, this reduces hesitation and improves overall performance.^[6]

However, the effectiveness of interactive practices depends largely on the classroom environment. If learners feel judged or criticized, interaction may increase anxiety instead of reducing it. Therefore, teachers must ensure that the learning atmosphere is supportive and inclusive.^[4]

Additionally, the gradual progression of tasks is essential. Starting with simple, structured activities and moving towards more complex forms of communication helps learners build confidence without feeling overwhelmed.

Results

The analysis indicates that interactive practices have a positive impact on speaking performance. Learners who regularly engage in communicative activities demonstrate greater fluency, improved pronunciation, and increased confidence. They are also more willing to participate in classroom discussions.^[2]

At the same time, the findings reveal that anxiety remains a significant challenge, particularly for less experienced learners. However, this issue can be mitigated through appropriate teaching strategies, such as providing constructive feedback and encouraging collaboration.^[9]

Overall, the results suggest that interaction is a key factor in successful speaking development.

Conclusion

In conclusion, the development of speaking skills in language learning requires more than theoretical knowledge; it depends on active participation and meaningful interaction. Interactive practices provide learners with the opportunity to use language in authentic contexts, thereby enhancing fluency and confidence.

While psychological barriers such as anxiety may hinder participation, a supportive classroom environment and well-designed activities can help overcome these challenges. Therefore, educators should prioritize interactive methods in order to foster effective communication skills and improve overall language proficiency.

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