

ADVANTAGES AND DISADVANTAGES OF TEACHING SPEAKING SKILLS IN THE CLASSROOM

Alikulova Sevara Abduvassi qizi

*Uzbekistan State University of World Languages, Faculty of
English Philology Lecturer, ssevara969@gmail.com*

Abstract: *Language is fundamentally oral in nature rather than written. Among all language skills, speaking plays a central role in effective communication. This review paper explores the significance of speaking skills within communicative language teaching, highlighting the major benefits of teaching speaking in classroom settings while also examining the challenges associated with this process. The classroom provides a structured and supportive environment for developing communicative competence, particularly oral proficiency. Teachers must be aware of the communicative demands of today's globalized society and employ diverse instructional strategies to enhance learners' speaking abilities. At the same time, teaching speaking in the classroom presents certain limitations that require careful management. This article analyzes both the positive and negative aspects of classroom-based speaking instruction and offers insights based on existing research.*

Keywords: *language, speaking skills, communication, classroom instruction, teaching methods, advantages, disadvantages.*

INTRODUCTION

In the era of rapid technological advancement, profound changes are taking place across the globe. These transformations are driven by people's aspirations to achieve personal and professional goals. The ability to express thoughts, ideas, and opinions clearly plays a decisive role in turning ambitions into reality. Consequently, mastering communication skills has become a fundamental requirement for success in modern society.

Today, effective communication is essential in nearly every field, and individuals who possess strong speaking skills are better equipped to succeed. Nunan (1991) emphasizes that communicative success is largely determined by one's ability to engage in conversation in the target language. When learners are not taught how to speak or are deprived of opportunities to practice oral communication in the classroom, they often lose motivation and interest in language learning. Conversely, well-designed speaking activities can make lessons more engaging, increase learner motivation, and transform the classroom into an active and interactive learning space.

Main Body

With the emergence of various approaches to teaching speaking, the classroom has become a key environment for developing oral communication skills. In the contemporary world, speaking ability is closely linked to global interaction, and among

the four core language skills, it holds particular importance for meaningful communication. Furthermore, speaking proficiency is a critical factor in students' future professional success.

In today's competitive job market, candidates are frequently evaluated based on their oral performance during interviews, group discussions, and debates. Employers often assess applicants' communication skills before considering their technical knowledge. Additionally, professionals are expected to deliver presentations, represent their organizations, promote products, and train colleagues, all of which require confident and effective speaking abilities (Rao, 2019). Strong oral communication thus serves as a gateway to improved career opportunities and professional growth.

Spoken language fulfills both instructional and transactional purposes. Brown and Yule (1983) argue that speaking instruction should focus on extended transactional discourse, as conveying information clearly and accurately can be challenging even for native speakers. Learners must therefore develop the ability to communicate complex ideas effectively in both local and international contexts.

Historically, classroom discourse has been dominated by teachers. In early educational systems, teachers spoke for most of the lesson, while students primarily listened and memorized information with minimal opportunity to practice speaking. Learners were expected to reproduce knowledge rather than actively engage in communication.

In the late nineteenth century, classrooms often consisted of students of varying ages, and student talk was neither encouraged nor considered essential, even in academic settings. Over time, educators recognized that meaningful language learning requires active use of language. This realization led teachers to involve students more frequently in answering questions and expressing ideas using academic language.

Despite this shift, classroom talk remains largely teacher-centered in many contexts. Research suggests that teachers may produce up to 90 percent of spoken language in the classroom, leaving students with limited opportunities to practice speaking. Such imbalance raises concerns about learners' ability to develop academic discourse. As Bakhtin (1981) notes, language becomes truly meaningful only when speakers internalize and personalize it through active use.

When students are not encouraged to speak, they struggle to develop communicative competence. This often leads to a situation where teaching appears effective, yet learners face difficulties in real-life communication, both academically and socially. Meaningful interaction among students, using appropriate academic language, is therefore essential.

However, teaching speaking in the classroom is not without challenges. Two commonly cited issues are increased noise levels and reduced teacher control. A classroom filled with active discussion may distract some learners, particularly those

who require a quieter environment to concentrate. Teachers may also feel uneasy when lessons become student-centered and less predictable.

Research by Long and Richards (1987) indicates that learner-centered classrooms, where students collaborate and take responsibility for communication, are generally more effective than traditional teacher-dominated models. To manage potential difficulties, teachers can monitor group work by moving around the classroom and providing guidance when necessary. Addressing excessive noise by redirecting attention or adjusting group dynamics can help maintain a productive learning atmosphere.

If classroom interaction becomes too chaotic, teachers may temporarily shift to more structured tasks, such as grammar-focused activities or individual written exercises. Once learners regain focus, interactive speaking activities can be reintroduced. Such flexibility allows teachers to balance communicative practice with classroom management.

Conclusion

In summary, speaking skills, including oral communication and public speaking, form a core component of language literacy. This article has demonstrated that teaching speaking in the classroom offers significant benefits, such as increased learner engagement and improved communicative competence, while also presenting challenges related to classroom control and noise management. Despite these challenges, modern society places growing emphasis on oral communication skills as a prerequisite for academic, professional, and social success.

Learners naturally acquire spoken language before written language, reflecting the brain's inherent capacity for oral communication. Students increasingly recognize that language empowers them to express needs, opinions, and aspirations. Therefore, effective and balanced instruction in speaking remains a vital responsibility of language educators.

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