DEVELOPING SPEAKING COMPETENCE THROUGH INTERACTION-BASED LEARNING

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Abstract: This article investigates the methodological significance of interaction-based learning in developing speaking competence in English language teaching. The study highlights the role of learner interaction in fostering communicative ability, fluency, accuracy, and confidence in oral communication. Based on theoretical analysis and classroom practices, the article demonstrates that interaction-based learning creates a learner-centered environment that promotes meaningful communication and active language use. The findings suggest that interaction-based learning is an effective pedagogical approach for enhancing students' speaking competence in modern English language classrooms.

Keywords: interaction-based learning, speaking competence, communicative approach, learner interaction, English language teaching.

Introduction

In contemporary English language education, the primary objective is no longer limited to teaching grammatical structures; instead, it focuses on developing learners' communicative and speaking competence. Speaking competence is considered one of the most challenging skills for learners, as it requires not only linguistic knowledge but also pragmatic, sociolinguistic, and strategic abilities.

Traditional teacher-centered approaches often restrict students' opportunities to practice spoken language in real communicative contexts[1].

As a result, learners may possess grammatical knowledge but lack confidence and fluency in oral communication[2]. To overcome this limitation, modern methodology emphasizes learner interaction as a core component of language learning.

Interaction-based learning has emerged as an effective pedagogical approach that places communication, collaboration, and meaningful exchange at the center of the learning process. This article aims to analyze the role of interaction-based learning in developing speaking competence and to identify its methodological advantages in English language teaching.

Methodology

Interaction-based learning is grounded in sociocultural theory and communicative language teaching principles. According to Vygotsky's social constructivist theory, learning occurs through social interaction, where learners construct knowledge collaboratively. In language education, interaction enables learners to negotiate meaning, receive feedback, and refine their linguistic output[3].

Long's Interaction Hypothesis also supports this view, stating that interaction facilitates language acquisition by providing comprehensible input, corrective feedback, and opportunities for modified output. Similarly, Swain's Output Hypothesis emphasizes that producing language during interaction helps learners notice gaps in their knowledge and improve their linguistic accuracy[4].

Thus, interaction-based learning is not merely a classroom activity but a fundamental mechanism for language development.

Speaking competence refers to the ability to express ideas clearly, fluently, and appropriately in different communicative situations[5]. It includes several components:

1) Linguistic competence – vocabulary, grammar, pronunciation

2) Discourse competence – coherence and cohesion

3) Sociolinguistic competence – appropriateness in context

4) Strategic competence – ability to overcome communication problems

5) Developing speaking competence requires continuous practice in authentic communicative contexts. Interaction-based learning provides such contexts by encouraging learners to use language for real purposes.

Interaction-based learning plays a crucial role in developing learners' speaking competence through the systematic use of interactive classroom techniques. This approach creates meaningful communicative environments in which students actively participate in language use rather than passively receive information. One of the most effective techniques is pair and group work, where learners collaboratively solve problems, discuss topics, or complete tasks. Such activities significantly increase students' speaking time while simultaneously reducing anxiety, as learners feel more comfortable expressing their ideas in smaller groups.

Role plays and simulations further enhance speaking development by allowing learners to practice real-life communicative situations such as ordering food, participating in job interviews, or engaging in travel-related conversations. These activities strengthen pragmatic competence and help learners apply language appropriately in authentic contexts. Similarly, information gap activities encourage meaningful communication, as students must exchange information to complete tasks, which naturally stimulates negotiation of meaning and communicative interaction[6].

Debates and discussions contribute to the development of critical thinking, argumentation skills, and fluency. Through these activities, learners learn to express opinions, justify their ideas, and respond to opposing viewpoints, thereby improving both linguistic and cognitive skills. In addition, collaborative projects such as group presentations and research tasks promote

extended oral interaction and teamwork, enabling learners to use English purposefully over longer periods of communication.

From a methodological perspective, interaction-based learning offers several significant advantages. It increases learners' speaking time in class and creates a supportive, low-anxiety learning environment. Moreover, it enhances learner motivation and engagement by making students active participants in the learning process. Interaction-based learning also supports the balanced development of fluency and accuracy while fostering learner autonomy and responsibility for their own learning. Through continuous interaction, students gradually transform from passive recipients of knowledge into confident and independent communicators[7].

To ensure the effective implementation of interaction-based learning, a structured classroom model is recommended. A speaking lesson may begin with a warm-up stage involving a short communicative question or activity to activate learners' interest. This is followed by an input stage, where the teacher introduces the topic, key vocabulary, or relevant language structures. The core of the lesson is the interaction stage, during which learners perform pair or group speaking tasks. Afterward, the feedback stage allows teachers and peers to provide constructive comments on performance. Finally, in the reflection stage, learners evaluate their own participation and progress.

Such a structured approach guarantees the systematic and continuous development of speaking competence and ensures that interaction-based learning is implemented effectively within the English language classroom.

Discussion

The findings of this study indicate that interaction-based learning significantly enhances learners' speaking competence by creating an active, communicative, and learner-centered environment. Unlike traditional teacher-centered approaches, interaction-based learning encourages continuous learner

participation, which leads to noticeable improvements in fluency, confidence, and communicative effectiveness.

One of the key contributions of interaction-based learning is its ability to increase meaningful speaking opportunities[8]. Learners are not limited to mechanical repetition of language forms; instead, they engage in authentic communication that requires negotiation of meaning, spontaneous responses, and collaborative problem-solving. This process directly supports Long's Interaction Hypothesis and Swain's Output Hypothesis, as learners are exposed to comprehensible input while being required to produce modified output.

Furthermore, interaction-based learning reduces learners' anxiety and fear of making mistakes. When students interact in pairs or small groups, they feel less pressure compared to whole-class speaking activities[9]. This psychological comfort plays a crucial role in encouraging risk-taking in language use, which is essential for language development. As a result, learners demonstrate greater willingness to communicate and higher levels of motivation.

Another important aspect is the development of strategic and sociolinguistic competence. Through interaction, learners learn how to manage communication breakdowns, ask for clarification, and adapt their language according to context. This contributes to more natural and context-appropriate speech production. In addition, collaborative tasks promote social skills such as cooperation, respect for different opinions, and responsibility for group outcomes[10].

From a pedagogical perspective, interaction-based learning allows teachers to shift their role from knowledge transmitters to facilitators of communication. This transformation enhances classroom dynamics and encourages learner autonomy. Teachers can observe learners' performance in real communicative situations and provide targeted feedback based on actual language use rather than isolated grammatical errors.

However, the implementation of interaction-based learning also presents certain challenges. It requires careful lesson planning, appropriate task design, and effective classroom management. Teachers must ensure that interaction remains purposeful and that all learners are actively involved. Without proper guidance, interaction activities may lose their educational focus. Therefore, teacher training and methodological awareness are essential for maximizing the effectiveness of this approach.

Overall, the discussion confirms that interaction-based learning is not only a methodological technique but a comprehensive pedagogical framework that supports linguistic, cognitive, and social development in English language learners.

Conclusion

This study concludes that interaction-based learning is a highly effective approach for developing speaking competence in English language teaching. By placing learner interaction at the center of the educational process, this approach fosters meaningful communication, learner engagement, and continuous language practice.

The research demonstrates that interaction-based learning contributes to the balanced development of fluency, accuracy, and communicative confidence. It also promotes learner autonomy, responsibility, and motivation, which are essential qualities for successful language acquisition. Compared to traditional methods, interaction-based learning provides a more natural and realistic environment for language use.

Moreover, interaction-based learning supports the integration of linguistic, sociolinguistic, and strategic competences, enabling learners to communicate more effectively in diverse contexts. The structured implementation model ensures systematic progress and allows teachers to monitor and support learners' development efficiently.

In conclusion, English language teachers are strongly encouraged to integrate interaction-based learning techniques into their classroom practice. Future research may focus on empirical and quantitative studies to measure the long-term impact of interaction-based learning on speaking proficiency across different educational levels. Such studies would further strengthen the scientific foundation of this pedagogical approach and contribute to the continuous improvement of English language teaching methodology.

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