

OVERCOMING LANGUAGE BARRIERS IN TEACHING ENGLISH SPEAKING SKILLS

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Annotatsiya

Ingliz tilida gapirish ko'nikmasini o'rgatish jarayoni ko'pincha o'quvchilarda uchraydigan turli til to'siqlari bilan murakkablashadi. Ushbu to'siqlarga lug'at boyligining yetishmasligi, grammatik xatolar, talaffuzdagi qiyinchiliklar, xatodan qo'rqish kabi psixologik omillar hamda ingliz tilida real muloqot muhitining yetishmasligi kiradi. Mazkur maqolada ingliz tilida gapirishni o'rgatishda uchraydigan asosiy til to'siqlari tahlil qilinadi va ularni yengib o'tishning samarali usullari yoritib beriladi. Shuningdek, kommunikativ yondashuv, o'quvchi markazli ta'lim va o'qituvchining motivatsion roli alohida ta'kidlanadi. Til to'siqlarini yengib o'tish o'quvchilarning muloqotga kirishish qobiliyati, ishonchi va ravonligini rivojlantirishda muhim ahamiyatga ega.

Kalit so'zlar: til to'siqlari, gapirish ko'nikmasi, ingliz tilini o'qitish, kommunikativ kompetensiya, og'zaki nutq

Abstract

Teaching speaking skills in English is often complicated by various language barriers that learners face in the classroom. These barriers include limited vocabulary, grammatical inaccuracy, pronunciation difficulties, psychological factors such as fear of making mistakes, and insufficient exposure to authentic language use. The present article examines the main causes of language barriers in teaching English speaking skills and analyzes effective strategies for overcoming them. Special attention is given to communicative language teaching, learner-centered approaches, and the role of the teacher in creating a supportive speaking environment. The study emphasizes the importance of reducing anxiety, encouraging interaction, and integrating speaking activities into everyday lessons.

Overcoming language barriers is essential for developing learners' communicative competence, confidence, and fluency in English.

Keywords: language barrier, speaking skills, English language teaching, communicative competence, oral communication

Teaching speaking skills in English remains one of the most challenging aspects of language education, especially for learners whose native language differs significantly from English. One of the major obstacles in this process is the language barrier, which includes linguistic, psychological, cultural, and methodological difficulties that hinder effective oral communication. Learners often struggle with limited vocabulary, incorrect pronunciation, grammatical inaccuracy, fear of making mistakes, and lack of exposure to authentic language use. As a result, many students avoid speaking activities, which slows down their communicative development. Overcoming language barriers is therefore a crucial task for English language teachers who aim to develop learners' confidence, fluency, and communicative competence. The importance of speaking skills in modern language education cannot be overstated. In today's globalized world, English functions as an international language used in education, business, technology, and intercultural communication. Learners are increasingly expected not only to understand English but also to express their thoughts clearly and confidently in spoken form. This article discusses the main causes of language barriers in teaching English speaking skills and suggests effective strategies and pedagogical approaches to overcome them.

Causes of language barriers in teaching speaking

Language barriers in teaching speaking arise from several interconnected factors. One of the primary causes is limited linguistic knowledge. Many learners lack sufficient vocabulary and grammatical structures to express their ideas orally. Even when students understand grammar rules theoretically, they often find it difficult to apply them spontaneously in speech. This gap between knowledge and use creates hesitation and reduces fluency. Another significant cause is pronunciation difficulties. English

pronunciation differs greatly from many other languages in terms of sounds, stress, rhythm, and intonation. Learners may feel embarrassed when they mispronounce words or speak with a strong accent, which leads to anxiety and silence in the classroom. Fear of making mistakes is closely related to psychological barriers. Students often worry about being judged by teachers or peers, especially in large or mixed-ability classes. Cultural and educational background also plays an important role. In some learning cultures, students are accustomed to teacher-centered instruction and passive learning. They may not be encouraged to speak freely or express personal opinions. As a result, speaking activities such as discussions, role-plays, or debates may feel unfamiliar and uncomfortable. Additionally, insufficient exposure to English outside the classroom limits students' opportunities to practice speaking in real-life contexts, reinforcing the language barrier.

Teacher-related factors should also be considered. Overuse of the mother tongue, lack of communicative activities, excessive correction, and limited feedback can negatively affect learners' willingness to speak. When lessons focus mainly on grammar and written exercises, speaking skills remain underdeveloped.

Strategies for overcoming language barriers

To overcome language barriers in teaching speaking, teachers should create a supportive and motivating learning environment. One of the most effective strategies is to reduce learners' anxiety by encouraging risk-taking and accepting mistakes as a natural part of language learning. Teachers should emphasize communication over accuracy, especially at the early stages. Positive reinforcement and constructive feedback help learners gain confidence and motivation. Developing vocabulary in context is another key strategy. Instead of teaching isolated words, teachers should introduce vocabulary through topics, dialogues, and real-life situations. Pre-speaking activities such as brainstorming, word maps, and visual aids can help students prepare for speaking tasks and reduce hesitation. Similarly, teaching functional language, such as phrases for expressing opinions, agreeing, disagreeing, or asking for clarification, equips learners with practical tools for communication. Pronunciation practice should be integrated regularly into

speaking lessons. This can include listening and repetition exercises, minimal pairs, stress and intonation practice, and the use of audio or video materials with native or proficient speakers. Modern technology, such as language learning apps and online pronunciation tools, can also support learners in improving their spoken accuracy independently.

Conclusion

Overcoming language barriers in teaching English speaking skills is a complex but achievable task. Language barriers stem from linguistic limitations, psychological factors, cultural background, and teaching practices. However, with appropriate strategies, supportive classroom environments, and communicative teaching methods, these obstacles can be significantly reduced. Teachers play a vital role in motivating learners, building confidence, and providing meaningful opportunities for oral communication. By focusing on communication, encouraging participation, and integrating speaking practice into every lesson, teachers can help learners gradually overcome their fear and hesitation. As a result, students become more confident, fluent, and competent speakers of English, better prepared for academic, professional, and intercultural communication in the modern world.

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