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### EFL TALABALARGA GAPIRISH KO'NIKMASINI O'RGATISHDA SUGAR-COATED (MULOYIM YONDASHUV)YONDASHUVINING O'RNI

Аннотация

Mazkur tadqiqot ishida gapirish ko'nikmasi, til o'rganishda affektiv omillar, affektiv strategiyalar hamda gapirishni o'rgatishda qo'llab-quvvatlovchi usul sifatida sugar-coated approach (muloyim yondashuv)ga oid ilmiy adabiyotlar tahlil qilingan. Gapirish xorijiy til o'rganuvchilar duch keladigan eng murakkab ko'nikmalardan biri bo'lganligi sababli, o'qituvchi talabalarning til o'rganishdagi bezovtaligi, xato qilishdan qo'rquvi va o'ziga ishonchsizligini kamaytirishga qaratilgan mos yondashuvni qo'llashi zarur. Sugar-coated yondashuvning bilvosita xatolarni tuzatish va ijobiy fikr-mulohazaga urg'u berishi insonparvar (gumanistik) ta'lim tamoyillarining bir jihatini aks ettiradi hamda gapirishda ravonlik va aniqlikni bir vaqtda rivojlantirishga xizmat qiladi. Tadqiqotlar affektiv strategiyalar va qo'llab-quvvatlovchi yondashuvlardan foydalanish EFL talabalarining gapirishga bo'lgan ishonchini, darsdagi ishtirokini va umumiy nutqiy kompetensiyasini oshirishini, shuningdek, EFL sinflarida gapirishni o'rganish bilan bog'liq affektiv to'siqlarni kamaytirib, muvaffaqiyatli og'zaki muloqotni rivojlantirishini ko'rsatadi.

**Kalit so'zlar:** Gapirish ko'nikmasi, sugar-coated yondashuv, affektiv strategiyalar, bezovtalik, ishonch, psixologik to'siqlar.

### РОЛЬ SUGAR-COATED (ВЕЖЛИВЫЙ)ПОДХОДА В ОБУЧЕНИИ ГОВОРЕНИЮ СТУДЕНТОВ EFL

Аннотация

В данной исследовательской работе рассматривается соответствующая научная литература, посвящённая навыкам говорения, аффективным факторам в изучении языка, аффективным стратегиям, а также sugar coated approach как поддерживающему методу обучению. Поскольку говорение является одним из наиболее сложных навыков, с которыми сталкиваются изучающие иностранный язык, преподавателю необходимо применять адекватный подход для преодоления языковой тревожности обучающихся, страха совершения ошибок и недостатка уверенности в себе. Акцент sugar coated approach на косвенном исправлении ошибок и позитивной обратной связи отражает один из аспектов гуманистических принципов обучения и одновременно способствует развитию беглости и точности устной речи. Исследования показывают, что использование аффективных стратегий и поддерживающих подходов повышает уверенность студентов в говорении, их активное участие в учебном процессе и общий уровень владения устной речью на английском языке как иностранном, а также снижает эмоциональные барьеры, связанные с обучением говорению в аудиториях EFL, тем самым способствуя успешной устной коммуникации.

**Ключевые слова:** Говорение, sugar coated approach, аффективные стратегии, тревожность, уверенность, психологические барьеры.

### THE ROLE OF SUGAR-COATED APPROACH IN TEACHING SPEAKING FOR EFL STUDENTS

Annotation

This research work reviews relevant literature on speaking skills, affective factors in language learning, affective strategies and the sugar-coated approach as a supportive method for teaching speaking. As speaking is one of the most challenging skills that foreign language learners encounter, an educator should implement an appropriate approach to combat with students' language anxiety, fear of making mistakes, and a lack of self confidence. The emphasis of sugar-coated approach on indirect correction and positive feedback reflects one aspect of humanistic principles of teaching while facilitating the development of fluency and accuracy of speaking skills simultaneously. Research indicated that the use of affective strategies and supportive approaches can increase students' speaking confidence, participation, and overall proficiency in speaking English as a foreign language, while reducing emotional barriers associated with learning to speak in EFL classrooms, thereby promoting successful oral communication.

**Key words:** Speaking, sugar-coated approach, affective strategies, anxiety, confidence, psychological barriers.

**Introduction.** Speaking is globally recognized as one of the most challenging skills for learners of a foreign language. Despite possessing adequate grammatical knowledge and vocabulary, many learners hesitate to speak due to psychological barriers such as anxiety, fear of making mistakes, and lack of confidence. For this reason, recent research in foreign language pedagogy has increasingly emphasized the role of affective factors in oral language development.

**Literature review.** Speaking is a productive skill that involves the ability to express ideas, thoughts, and emotions

orally in a meaningful and coherent manner. According to A.Alonso "Speaking is the cornerstone of sociolinguistic competence to the extent that through speaking learners are able to convey a wealth of social and situational information along with the intended propositional content of an utterance." [1] There are many scholars who contributed in the field of teaching speaking, and below in the table given their definition to the term "speaking".

Table 1.  
Definition of the term “speaking”

Researchers	Speaking ...
Howarth (2001)	is the exchange of ideas, feelings, and information between participants.[11]
Brown, H.D (2001)	– is an interactive process that involves the exchange of meanings and includes the production, reception, and processing of information.[3]
Kayi, H. (2006)	– is the process of creating and sharing meaning through verbal and nonverbal communication in various contexts.[9]
Torky (2006)	is the primary means of expressing thoughts, intentions, and views, and the most widely used language activity.[11]
Jabu, B. (2008)	– is a productive skill based on auditory rather than visual means.[9]
Rocio (2012)	– is equivalent to overall language knowledge and serves as a primary indicator of linguistic competence.[11]
Virdaus, V.V. (2018)	– is a productive language skill often associated with communicative competence, involving the ability to convey, interpret, and negotiate meaning in social context.[17]
Nurwandi, N., Korompot, C.A., and Baa, S. (2022)	– is considered a fundamental human activity that involves producing sounds to convey meaning and express ideas.[12]
Munir, Talib,A., Anugrah, A.S. (2023)	– is one of the primary language skill, alongside reading, writing, and listening. [10]
Nafa, M.S. (2023)	is an interactive process of creating meaning through the production, reception, and processing of information..[11]

Many scholars argue that speaking is often neglected or insufficiently practiced in EFL classrooms due to time constraints, large class sizes, and excessive focus on grammar and accuracy.[14] As a result, learners may demonstrate passive knowledge of language but fail to communicate effectively. Therefore, teaching speaking requires pedagogical approaches that prioritize fluency, interaction, and learner participation.

Affective factors play a crucial role in foreign language acquisition. These factors include motivation, attitude, anxiety, self-confidence, and emotional state. R.Gardner emphasizes that learners' attitudes and motivation significantly influence their success in language learning.[6]

One of the most influential theories related to affective factors is S.Krashen's Affective Filter Hypothesis. According to S.Krashen, emotional variables such as fear, stress, and low self-esteem can raise the affective filter, thereby blocking language input from being acquired. Conversely, a low affective filter facilitates language acquisition by allowing learners to process input more effectively.

Speaking anxiety, in particular, has been identified as a major obstacle in oral communication. E.Horwitz, M.Horwitz, and J.Cope define foreign language anxiety as a specific form of anxiety related to language learning contexts. Learners who experience high levels of anxiety tend to avoid speaking activities, which negatively affects their oral proficiency.

Affective strategies are techniques used by learners or teachers to manage emotions, motivation, and attitudes during the learning process. R.Oxford classifies affective strategies as those that help learners regulate feelings, reduce anxiety, encourage self-confidence, and maintain motivation.

In the context of speaking instruction, affective strategies include positive reinforcement, supportive feedback, cooperative learning, and the creation of a friendly classroom atmosphere. Research suggest that when learners feel emotionally supported, they are more willing to take risks and participate in oral communication[4].

**Research methodology.** Fluency and accuracy has core influence in developing students' speaking skills, thus teachers should balance accuracy and fluency carefully. Overcorrecting errors can harm students' confidence and fluency, while ignoring important errors can lead to weak academic accuracy. According to M.Nafa, the best approach is sugar-coated one, that gently correct major, repeated mistakes and overlook minor or momentary errors, allowing students to develop both fluency and accuracy simultaneously.[11]

The sugar-coated approach in teaching speaking refers to a pedagogical practice that presents speaking tasks in a supportive, non-threatening, and encouraging manner. Although the term “sugar-coated” is informal, it conceptually aligns with affective and humanistic teaching approaches. This method emphasizes positive feedback, indirect correction, and gradual exposure to speaking challenges. The sugar-coated approach aims to reduce learners' fear of negative evaluation by focusing on meaning rather than immediate grammatical accuracy. Errors are treated as natural components of language learning rather than failures. As a result, learners experience reduced anxiety and increased willingness to communicate.

Studies on supportive feedback and low-stress learning environments indicate that such approaches significantly improve learners' speaking fluency and participation[15]. By lowering emotional barriers, the sugar-coated approach creates conditions favorable for oral language development.

Humanistic language teaching emphasizes the learner as a whole person, integrating cognitive and emotional aspects of learning. According to Stevick, emotions and personal experiences are central to language acquisition. Humanistic classrooms encourage self-expression, respect, and empathy. The sugar-coated approach reflects humanistic principles by valuing learners' feelings and fostering a safe space for oral communication. Activities such as role-plays, discussions, and storytelling allow learners to express personal ideas while feeling emotionally supported. This alignment makes the sugar-coated approach particularly effective in speaking instruction.

**Analysis and results.** Several empirical studies have demonstrated the positive impact of affective teaching approaches on speaking performance. Research indicates that students taught in low-anxiety environments show higher levels of oral participation and fluency compared to those in traditional, accuracy-focused classrooms. For instance, Z.Dornyei highlights that motivational teaching practices significantly influence learners' engagement in speaking activities.[4] Correspondingly, studies on cooperative learning reveal that pair and group work reduce anxiety and increase speaking opportunities. These findings support the assumption that affective strategies, including the sugar-coated approach, contribute to the development of speaking skills by fostering confidence and reducing emotional barriers.

According to H.Brown, R.Gardner and S.Krashen, the emotional conditions (such as anxiety, motivation and self-esteem) of students have a major effect on their ability to speak. This is evident in that even though most EFL students are aware

of the way using grammar and vocabulary, they will be unable to actually speak for fear of making mistakes and therefore may not be able to do well on a speaking assessment. Traditional teaching methods that focus on oral language accuracy may inadvertently prevent learners from becoming good communicators.

The Affective Filter Hypothesis proposed by S. Krashen provides an understanding of the affective barriers that can block language acquisition. For example, an increase in stress or low self-confidence causes an increase in the affective filter, which prevents learners from being able to process meaningful input. Conversely, a low-anxiety classroom supports students taking risks and participating in speaking activities. As seen in the findings, the authors of this literature highlight the significance of decreasing learners' affective barriers as a method of encouraging effective speaking competency.

In supporting educators and students through manage emotions present within an emotional speaking instructional experience, the positive reinforcement of students through use of affective strategies is an important component of both teachers' curriculum development and instructional delivery. Creating a supportive learning environment where students are encouraged to speak confidently while engaged in meaningful interaction can be accomplished using the principles of positive reinforcement, cooperative learning, supportive or constructive feedback, and allowing for toleration of some mistakes. The behaviours displayed by an educator regarding the opportunities available for students to speak will have a significant impact on the student's emotional response to speaking. The encouragement of language, empathy, and indirect correction will help students as a way to communicate rather than a test of perfection.

With the use of affective strategies being influential within this context, the sugar-coated method provides teachers with a way to provide a solution to pedagogical practice. This approach allows for teachers to focus on the positive strengthening of fluency and/or more importantly severe, while also providing students with the opportunity to improve their fluency without losing focus on their long-term accuracy. This approach closely reflects the principles of humanistic language teaching that advocate respect for the student's emotions and experiences.

**Conclusion.** This article has reviewed the literature related to speaking skills, affective factors, affective strategies, and the sugar-coated approach in teaching speaking. For foreign learners, speaking is not only a demanding skills but also the most challenging. The emotional factors affecting language performance are many, such as anxiety, fear of making mistakes, and limited self-confidence. These factors often prevent learners from using their entire linguistic knowledge during the communication. The reviewed studies emphasize that emotional variables play a vital role in EFL students' oral performance. Creating a supportive, low-stress environment through affective strategies can significantly enhance learners' speaking confidence and fluency. Based on this theoretical and empirical background, the present study investigates the effectiveness of the sugar-coated approach as an affective strategy in improving EFL learners' speaking skills.

Consequently, language teachers should implement affective strategies and sugar-coated approach into their speaking instruction. By creating a positive emotional environment and establishing supportive techniques for correcting mistakes, teachers can enhance students' willingness to communicate and increase learners' speaking abilities and their ability to be successful in learning a foreign language.

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