



DEVELOPING THE COMPETENCE OF ORAL PRODUCTION AMONG LEARNERS OF EFL

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Abstract

As one of the four skills targeted in the process of / learning any language, including English, the skill of oral production (and the concern to develop in learners), continues to study pedagogues, teachers and researchers in the field of English as a foreign language.

Keywords: oral competence, methods, exploitation work, language teaching, English language learning

Introduction

According to Opara [4, 272], one of the reasons is that, despite the efforts of teachers in the classroom, many learners still have difficulty expressing themselves correctly. Consequently, at all levels of teaching EFL in Uzbekistan, especially at the secondary and higher level, we can see that speaking remains a real nightmare for learners; because we keep hearing remarks like "I don't speak English well"; "I only speak English a little"; "Let me speak Uzbek (or Russian)," among many others. However, the desire to be able to express themselves fluently in English is felt at the same time among these same students. So how can we help them overcome this language barrier? What strategies or techniques should be adopted to develop oral production skills in these students? What roles must the teacher and the learners themselves play in order for this process to be so successful? These are all relevant questions that we are asking and waiting for we will try to find some answers in this work.

Techniques and strategies to develop the competence of oral production and pedagogical use

First of all, it is useful to recall here that technique is defined as the set of processes employed to produce a work or obtain a determined result [6, 218]. The strategies, on the other hand, are a set of metacognitive, cognitive and socio-affective operations that the apprentice uses to acquire, integrate and reuse the foreign language [8, 6]. Competence means the ability to perform a given task. There are a number of possible techniques and strategies for developing speaking proficiency in EFL learners. In the





following lines, we'll take a look at some of these techniques, along with supporting examples.

(1) Dialogue

Textbooks value dialogue because it is the cornerstone of the practice of daily oral expression, and especially in the context of the classroom where interactive / communicative activities begin for almost all learners in secondary school. [5, 7]. Dialogue is, in the broad sense of the term, the key word in human communication. It represents the simplest and most dynamic enunciation and communication situation in the EFL classroom. Recognizing the capital importance of dialogue in language pedagogy, Sheils quoted by Owhotu [5, 10] specifies that: "Dialogue activities take into account not only the precision of forms, but also their appropriate use in a situation. Learners therefore need to know unambiguously who is talking to whom, about what, for what purpose, where and when. It is also important to make them aware of how the dialogue is structured, of the ways to initiate, maintain and close a conversation, of the strategies used by the speakers to negotiate meaning, so that their communication efforts reach the goal. aimed. "(Our emphasis)

Exploitation work (Educational sheet)

Communicative objective: Introduce yourself

Level: Beginner, intermediate or advanced

Duration: 40 minutes or more

Didactic procedures: The teacher introduces the course by answering a student who asks him questions about the presentation. It gives information such as name, first name, nationality, marital status, etc. Then he asks the learners to take turns doing the same. He will ask them to pair up to dialogue using this information.

(2) The role play

This technique is part of the simulation exercise which aims to bring into play the students and the language they are learning. As the name suggests, role play is about getting the learners to play, each their role, in order to get them to speak. As Olayiwola [3, 10] points out, "games, fiction, 'as if' allow them to escape reality, casualty, stereotypes, to invent and to create." To take full advantage of this technique, it is necessary that the examples are drawn from the daily experience of the learners.

Exploitation work (Educational sheet)

Communicative objective: Express your feelings

Level: Beginner, intermediate or advanced

Duration: 40 minutes or more

Didactic approaches: The teacher introduces the lesson by announcing to the learners the objective to be reached at the end of the lesson, namely, to express his feelings. It



gives words and phrases related to expressing feelings for example, for someone who is sick, nurse, doctor, etc. For example, "Having pain in + part of the body". Then he asks the learners to start playing the roles.

(3) The pun (Neither yes nor no)

This technique which drives creativity in learners will be very useful in preventing learners from repeating the same answers to different questions. In other words, it's always easy to answer a direct question with either a yes or a no. However, with this type of pun in a EFL class, learners are required to think and answer questions that are asked to them while making complete sentences. The rule of the game is as follows: "You will not say YES or NO, but you must answer the question asked by making a complete sentence".

Exploitation Work (Educational Sheet)

Communicative objective: Asking questions and answering questions

Level: Beginner, intermediate or advanced

Duration: 40 minutes or more

Didactic procedures: As an introduction to the course, the teacher explains the objective to be achieved. Then he asks the learners to ask questions using "Is". Then he asks them to answer these questions using complete sentences and avoiding the use of YES or NO. Afterwards, the teacher can invite the learners in pairs to practice this game among themselves.

4) The phonetic game

The primary objective of this technique is to train learners in the pronunciation of English sounds and this is an integral part of the competence of oral production. The teacher will find here a very effective strategy for teaching sound production in EFL class, especially in a heterogeneous class where the famous phenomenon of linguistic interference is seriously felt in some students. Through the repetition of the sound in question, the learners manage, little by little, to overcome the difficulties linked to the production of English sounds.

Exploitation work (Educational sheet)

Communicative objective: Phonetic correction

Level: Beginner, intermediate or advanced

Duration: 40 minutes or more

Didactic approaches: To begin with, the teacher writes down the sounds he wants to teach on the board, then asks the learners to pronounce them by repeating after him. Then, he emphasizes the sound or sounds in question using a relevant phonetic game. For example, to teach the sound [h], he can introduce the following phonetic game by





asking the learners to pronounce: "A hunter who knows how to hunt must know how to hunt without his hunting dog. Or, to teach sound [3], he could use the following sentence: "Today is Thursday, the young men have no money. "

(5) Reading aloud

Reading aloud is another effective activity for developing speaking skills, specifically correct pronunciation, in English as a foreign language learner. We also believe that there is no better approach to teaching pause management, articulation, intonation, bonding and observing punctuation marks (in a written text) than by reading at high voice. Ajiboye's words [1, 83] confirm this point of view. According to him "Reading a passage well means reading it with all the necessary articulation and intonation contours to bring out the inner meanings of the passage". To fully exploit reading aloud in the EFL classroom, the texts to be read can be taken from books, newspaper articles or other authentic documents relevant to the field of interest and level of the learners.

Exploitation Work (Educational Sheet)

Communicative objective: To reproach someone

Level: Beginner, intermediate or advanced

Duration: 40 minutes or more

Didactic approaches: The teacher must select a text whose content reflects the intended objective. For example, to achieve the goal mentioned above, he must use a text relating to judgment and reproach. In such a text, learners will discover the correct use, if not the correct application, of punctuation marks such as exclamation mark, question mark, etc. To start this exercise, the teacher should read the text two or three times before inviting the learners to take turns reading it. He will be sure to highlight words that he finds his learners have difficulty pronouncing. He will train them until they have mastered the correct pronunciation. However, the teacher is not advised to interrupt the learner during reading to correct any pronunciation errors noticed. Better to wait for the learner to finish reading before the teacher steps in to correct.

Moreover, there are tasks as the report of a document (film / novel), oral presentation (Debate / Symposium), the song and a theater. The Image is another great technique through which the teacher can work to develop speaking skills in his learners is the still image. It is, according to Sanni-Souleiman [7, 158], a real "speech trigger" in the sense that it stimulates learners to speak voluntarily in class. In addition, the image serves as a reminder, because it fixes in memory what we learn by watching. It also allows one to see the unseen, thus allowing the learner to engage in their own universe





of creativity and to express themselves generously of their own accord. With the image in front of him, the learner is no longer just the one who receives the information but the one who exploits and gives information.

What role should the teacher play?

Having seen the different strategies available to the EFL teacher to develop oral production skills in his learners, it remains to know what his role consists of and how he could well play this role. Perspectives that we advocate in this article. At first glance, it should be recognized that the role of the English teacher today is not what it was before. According to Laditan [2, 3], traditional teaching holds that the teacher is the main and undisputed source of knowledge, the only mediator of knowledge. But, nowadays, language teaching has evolved (and it still does) and this is how the English teacher should evolve if he wants to retain his profession.

The English language teacher today no longer has a monopoly on the teaching / learning process. He is now a partner and cooperator with his learners. He must also be very versatile and resourceful, ready not only to teach, but also to learn. As the saying goes, "to teach is to learn". It will therefore be in his interest to know a bit of everything, in order to develop speaking skills in his learners using the different strategies that we have just outlined. The implication of all this is that the role of the teacher is multiplied. He is not only a teacher, he is also a psychologist, educator, animator, monitor, gamer, actor, director and even playwright [3, 10]. The EFL teacher should know that this is no longer a teacher-centered pedagogy, but rather the learner.

In addition, for the teacher to succeed in his task of developing oral production skills in his learners, he needs rigor, diligence and patience. Rigor to go a little further to find real teaching aids or to improvise if necessary. Attendance to prepare well for lessons and deliver them well despite the conditions that can sometimes be unfavorable. And patience, because his learners aren't going to start expressing themselves overnight as they would have liked.

He would then have to have the patience to correct their mistakes and answer their sometimes annoying questions. The ideal teacher of English as a foreign language must recognize the fact that "to develop is to participate and to involve". This means that he must be ready to play, sing, dance, chat, etc. with his students in order to get them to express themselves better in English.

And the learner?

Just as a swallow does not make spring, a teacher alone cannot achieve any educational goal he can set for himself without the input of his learners. It is an inescapable truth that there is no teacher without a learner. Of course, learners also





have a role to play for there to be success in the teaching / learning process, especially that of EFL.

"It is by forging that you become a blacksmith", as we also mentioned at the outset. If this is the case, the greatest role of the learner, in our opinion, would be to be ready to express themselves in English, over and over. If it's true that the secret to speaking English is to always speak English. "Speaking English comes by speaking", EFL learners must therefore strive to make use of the language they are learning, always and everywhere. The importance of independent learning and what recent research calls self-communication cannot be underestimated here. It is about the practice of speaking English to oneself, as if there are other interlocutors present.

Conclusion

If, throughout this work, we have focused on the techniques and strategies that can help develop oral production skills in learners of English as a foreign language, it is to say that its need and necessity are very important. You cannot claim to be able to communicate in a language without using it orally. Hence the importance of everything we have discussed so far. We are convinced that teachers and learners, working upstream and downstream, will find the techniques proposed in this communication as a step forward towards fulfilling the main objective of the language teaching / learning process., in this case the English language, which is communication.

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