DEVELOPING ENGLISH SPEAKING COMPETENCE: TEACHING TECHNIQUES

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Annotation: Gaining proficiency in speaking is crucial to learning English. One of the most fundamental communicative abilities in a language is speaking, which is crucial for language acquisition. This article methodically looks at a variety of successful teaching strategies meant to help language learners become more proficient speakers of English. It delves into methodologies that promote fluency, accuracy, and confidence in oral communication, such as communicative language teaching, task-based learning, role-playing, and targeted pronunciation drills. The paper also discusses the importance of creating supportive classroom environments, leveraging technology, and adopting appropriate error correction strategies to maximize learner engagement and progression in spoken English. The ultimate goal is to provide educators with a comprehensive overview of pedagogical tools to develop robust speaking skills.

In the globalized world, English has solidified its position as the primary lingua franca, making effective oral communication a paramount goal for millions of second and foreign language learners. Developing English speaking competence is not merely about accumulating vocabulary and grammatical structures; it encompasses the ability to produce intelligible, fluent, and accurate speech to convey meaning effectively in diverse social contexts. This complex skill requires a combination of linguistic knowledge (grammar, vocabulary, phonology), strategic competence (compensatory strategies), and sociolinguistic competence (appropriateness of language use).

When they first begin studying a foreign language, students of all ages want to learn how to speak it. They should be aware of the target language's objectives because speaking abilities, like all other abilities, are not developed on their own. Special exercises and activities must be used for their formation; as a result, they must be learnt, with a primary focus on skill development.

Typically, start by teaching the fundamentals of speaking. Pronunciation, vocabulary and grammar development, and listening abilities are all included. It is very impossible to distinguish the process of developing these skills throughout the early stages of learning. The teacher presents the new framework to the audience. It entails learning new vocabulary, intonation, and sounds.

Speaking proficiency is seen by many language learners as the key to language proficiency. For these students, being able to communicate with others is far more important than being able to read, write, or understand spoken language. They believe that speaking is the most crucial skill they can learn, and they evaluate their development based on their spoken communication

achievements. Although speaking is an essential component of language learning, students frequently believe that speaking is the end result of language acquisition. In order for students to use speaking as a learning tool, instructors assist them in developing their speaking skills.

Even though teaching speaking is so important, it can be difficult. Learners frequently struggle with worry, low self-esteem, and a lack of opportunity for real-world experience. As a result, teachers need to use a variety of instructional methods that go beyond mechanical exercises and rote memorisation. The purpose of this article is to examine and summarise a number of successful teaching strategies and useful tactics that can greatly aid in the growth of English speaking proficiency in language classes, enabling students to become competent and self-assured oral communicators.

Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels.

Among the speaking genres are identification (sharing one's likes and dislikes), reasoning (sharing one's line of thought with an active listener), description (sharing the specifics with an active listener) and narration (sharing the progression of events with an active listener). Language-in-action (people talking and doing things), commenting (opinions and points of view), service encounters (buying and selling goods and services), debate and argument (looking for a solution and pursuing one's point), learning (using language in learning), and decision-making (people working towards a decision) are other genres. The proficiency level is demonstrated by the ability to perform these genres. In daily life, the language is employed in this manner.

Study the list of speaking genres, indicate real world situations where these genres can occur. Some examples have been given to you.

Genre	Situation
• Description	
• Narration	Telling a tale to a child
• Reasoning	
• Identification	
• Language-in –action	
• Comment	
• Service encounters	
• Debate and argument	
• Learning	
• Decision making	

In order to teach speaking, communicative exercises are structured as information transfer, which involves taking specific facts from a nonverbal format, such as a table, graph, map, etc. Information gap exercises are another kind of activity where the one with the information conveys it to the person without it. An information gap can be likened to a jigsaw puzzle, where each student has a piece of information that must be assembled through oral communication.

Communicative games have a task, rules, participants, competition, winners Games can be classified as follows:

✓ Information gap games (the winner is the first who compiles together all the necessary information from other participants);

✓ Matching, contrasting and comparing games (fitting, exchanging, collating, spotting differences);

✓ Sequencing games (the winner is the first who does the correct sequencing);

✓ Guessing games (the winner is the first who does the correct guess, e.g. «Who am I?», wearing a sticky label on one's forehead and asking questions about oneself);

✓ Community games (popular past-time games like "crosswords", "dominos" or "bingo" with a language focus in mind);

✓ Attention games (the winner is the one who is most attentive in performing the tasks);

✓ Memory games (the winner is the one whose memory works best);

✓ General knowledge games (the winner is the best one at general knowledge quizzes);

✓ Board games (a game organized between couples or groups of partners with a playing board, e.g. a grid and dice with a task in each box of the grid and the order of tasks determined by casting the dice).

Simulation exercises replicate reality in order to aid with language learning. Simulation can include problem-solving and role-playing. Scenarios and roles can serve as the basis for role-plays. Problems and viewpoints are typically the basis of discussions.

At least four characteristics can be used to characterise role-playing: realism (the circumstances can be real or imagined), situation (the situation can be very typical for everyday life or unlikely), closeness (the plot can be very close to one's own experience or distant), and personality (the role-play characters can be similar to the participants or different from them). Role-playing can be small-scale (lasting for a lesson or less), large-scale (lasting for more than a lesson or perhaps for the entire term), semi-controlled (participants are expected to use the prescribed language to some extent), free (participants are responsible for the message and not for the prescribed language), or controlled (participants are responsible for the language they use).

The steps of running a role-play in the lesson are shown by the graph

Role-play in the lesson are shown by the graph:

- Choosing role-playing participants

- Arranging communication setting

- Distributing the roles

- Selecting the language

- Developing the plot

- Acting out the role-play

- Reflecting оп the procedure (plot development, using the language, finding the resolution to the drama)

Discussions serve as a study simulation of reality that includes problem-raising tasks, polarisation of opinions, decision-making, problem-solving, and participants' cooperative or opposing points of view.

A presentation is an organised speech given to an audience, either individually or in a group. Presenting a presentation involves the following steps: presenting the topic and the team, acting out the presentation scenario, and getting feedback. To maintain the audience's interest during the performance, specific presenting strategies are employed.

Select your presentation's topic and include examples of how you plan to maintain the audience's interest.

Pre-speaking activity is to prepare the participants for the main speaking activity. Schemata activation is recalling prior world-knowledge of the participants that is relevant to the speaking situation. Questions, pictures and texts can be used to these ends. Brainstorming is an activity used to generate ideas in small groups before the main speaking activity. The purpose is to generate as many ideas as possible within a specified time period. The ideas are not evaluated until the end of activity time. Motivation of participants can be enhanced when they clearly see the communicative problem and the ways to resolve it. While-speaking the participants actually resolve the communicative problem and produce its resolution as a result of the role-play, problem-solving, socialization or communication game. Post-speaking can provide opportunities for the learners to re-visit the language and ideas produced and to think of the ways to make communication more effective. An important part of the post-speaking activity is the development of integrated communicative skills, ie reading-and-speaking task, listening-and-speaking task, speaking-and-writing task etc.

There is a lot of concern about how teachers teach their pupils to speak English and become proficient in it because most students do not have the opportunity to utilise it in everyday conversations and frequently do not interact with English-speaking people. This is a result of teachers' resourcefulness, as they employ various methods, tactics, and ideas to help pupils improve their speaking abilities. They employ a variety of strategies and techniques to help students become more proficient communicators. In order to improve students' attitudes, they create courses that make studying English more pleasurable.

Importantly, the existence of Communicative Competence is seen as both the foundation and the objective that needs to be met in speaking instruction. Speaking instructors can better direct their students into a speaking environment where they feel comfortable speaking by having a thorough understanding of the components and traits of communicative competence. The emphasis on language use rather than usage is reflected in communicative competence, which involves managing interactions and negotiating meaning. Speaking teachers take into consideration giving pupils oral communicative assignments in order to foster communication.

In the modern world, pedagogical practice and science solve the problem of improving language teaching methods and forms aimed at solving the problems of modernizing education, improving the quality and efficiency of vocational training. Here we focus on the question of the formation of communicative competence in language education. Communicative competences are seen as a broad term that is based not only on the structural features of language, but also includes its social, pragmatic, and contextual features. Considering that the leading methodological principle in teaching languages is the principle of communicative orientation, the authors consider it important to select and organize linguistic material, specify situations and spheres of communication. On the basis of the analysis of the educational material, the authors conclude that the content of school language education is important, focused on the development of motivation of students to learn languages and on the formation and improvement of skills of cognitive, communicative, practical and creative activity. Communication is undoubtedly one of the most important and most common activities or process in people's everyday lives in society. Taking into account all means of communication and theories that people also communicate by their appearance, it can be assumed that it is almost impossible to find a person who does not communicate.

The term communication is widely used in various context and throughout many disciplines these days. As theories of communication are in the focus of several disciplines, from psychology and pedagogy to linguistics, there have been many attempts to define communication,

but establishing a single definition that would be applicable in all disciplines seems to be impossible. Clevenger says that "the continuing problem in defining communication for scholarly or scientific purposes systems from the fact that the verb 'to communicate is well established in the common lexicon and therefore is not easily captured for scientific use".

While communicative activities are vital, specific drills remain essential for refining pronunciation, intonation, rhythm, and grammatical accuracy, particularly at lower proficiency levels.

Pronunciation Drills. Focusing on problematic phonemes, minimal pairs (e.g., 'ship' vs. 'sheep'), word stress, and sentence stress. Tools like phonetic charts and audio recordings can be highly effective.

Intonation and Rhythm Drills. Practicing sentence patterns, question intonation, and common phrases to sound more natural and intelligible. Shadowing (repeating speech immediately after hearing it) is a powerful technique.

Choral Repetition. Group repetition of phrases, sentences, or dialogues helps build confidence, reduces individual anxiety, and allows learners to internalize patterns of spoken English.

Sentence Pattern Drills. Repetitive practice of specific grammatical structures in a controlled manner to build automaticity (e.g., "I like…ing," "Have you ever…?").

How and when errors are corrected significantly impacts a learner's willingness to speak. A balanced approach is crucial:

Fluency vs. Accuracy Focus. During communicative activities, prioritize meaning and flow. Overt correction might be counterproductive. Errors can be noted for later, generalized feedback.

Delayed Correction. Provide feedback after an activity or conversation, allowing learners to complete their thoughts without interruption.

Peer/Self-Correction. Encourage learners to identify and correct their own or their peers' errors. This promotes metacognitive awareness and autonomy.

Recasts and Clarification Requests. Teachers can gently rephrase an incorrect utterance correctly (recast) or ask for clarification, prompting the learner to self-correct.

Selective Correction. Focus on errors that impede intelligibility or are consistently repeated. Avoid correcting every single mistake.

Conclusion

In conclusion, developing English speaking competence is a dynamic and iterative process that demands a multifaceted pedagogical approach. There is no single "magic bullet"; rather, a blend of techniques is required to cater to the diverse needs and learning styles within an EFL classroom. The principles of Communicative Language Teaching and Task-Based Learning provide a robust framework for meaningful interaction, while targeted drills ensure the development of accuracy and intelligibility.

Crucially, effective speaking instruction transcends mere linguistic input. It involves creating a supportive and low-stress environment where learners feel empowered to experiment with the language, make mistakes, and learn from them. The strategic use of error correction, coupled with the judicious integration of technology and authentic materials, can significantly enhance the learning experience. By continuously varying techniques and focusing on both fluency and

accuracy, educators can effectively guide learners on their journey to becoming confident, articulate, and competent speakers of English.

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