

THE METHODS IN TEACHING SPEAKING FOR INTERMEDIATE LEARNERS

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Annotatsiya: Ushbu tadqiqotning maqsadi nutqni o'rgatish usullari qanchalik samarali ekanligini va talabalarning ingliz tilida gapirishda qanchalik muvaffaqiyatli ekanligini o'rganishdir. Shuningdek, ushbu tadqiqot o'rta darajadagi talabalar uchun nutqni o'rgatishda til o'qituvchisining rolini aniqlashga qaratilgan

Kalit so`zlar: Butun vazifani bajarish, muammoni hal qilish, ijtimoiy o'zaro ta'sir, og'zaki o'zaro ta'sir.

Abstract

The purpose of this study is to investigate how effective the methods of teaching speaking are, and how successful the students are in speaking English. And also this study aims to find out the role of the language teacher in teaching speaking for intermediate learners

Keywords: Whole-task practice, solve a problem, social interaction, oral interaction.

It is usually contemplated that speaking in a second or foreign language is the most awkward among the four language skills .The main factor for this strain is that the learners had not been prepared for spontaneous communication and could not handle all of its simultaneous requirements. So teaching speaking skill needs paying special attention to accomplish development in language learning. Nowadays new methods are replacing old-fashioned strategies of teaching speaking. J.C. Richards (2008) explored some of these changes and their effects for

classroom teaching and material designing. Conventional methodology of speaking refers to repeating after teacher, memorizing a dialog, or responding to drills. But in modern teaching language, communicative syllables built on notions, functions, skills, strategies and other non-units of organization are created. Speaking courses aim at improving fluency which can be developed through the use of information gap and other strategies that require learners to endeavor to real communication, despite the limited proficiency in English. By this way, learners can advance communication strategies and interest in negotiation of meaning, both of which were considered crucial to the reinforcement of oral skills. As English is an international language, a revision of the notion of communicative competence happened to contain the notion of intercultural competence. According to J.C. Richardson (2008), “it is now accepted that models for oral interaction in classroom materials cannot be simply based on the intuitions of textbook writers, but should be informed by the findings of conversational analysis and the analysis of real speech” (p.2). The learners are thus being trained in the part-skills of communication rather than practice the total skill to be acquired”.¹

Communicative activities are designed to alter the pre-communicative knowledge and skills into communicating meanings, which Littlewood calls “whole-task practice”. In considering how people learn to carry out various kinds of skilled performance, it is often useful to distinguish between (a) training in the part-skills of which the performance is composed and (b) practice in the total skill, sometimes called “whole-task practice”. In foreign language learning our means for providing learners with whole-task practice in the classroom is through various kinds of communicative activity, structured in order to suit the learners’ level of ability. Communicative activities are also divided into two. Functional communication activities help the students use the language they learned effectively to get meanings. In other words, they are related only to the

¹J.C. Richardson The Teaching of English as an International Language. New York:2008 y,

communication of information. In these activities, “students have to overcome an information gap, get information from someone or somewhere else, or solve a problem”.²

Social interaction activities are role-playing and exploiting simulation. These create a wider variety of social situations and relationships than would otherwise occur. Success is now measured not only in terms of the functional effectiveness of the language, but also in terms of the social acceptability of the forms that are used.

Oral Interaction Activities, Littlewood suggests two types of interaction activities. The first one is functional communication activities and the second is social interaction activities.

There are four basic kinds of functional communication activities.

1. Sharing information with restricted co-operation

- Identifying a picture from a set
- Discovering identical pairs
- Discovering sequences or locations
- Discovering missing information
- Discovering missing features
- Discovering secrets

2. Sharing information with unrestricted co-operation

- Communicating patterns and pictures
- Communicating models
- Discovering differences
- Following directions

3. Sharing and processing information

- Reconstructing story sequences
- Pooling information to solve a problem

² Littlewood, W. *Communicative Language Teaching*. Cambridge : Cambridge University Press 1981 y.

4. Processing information

- Problem solving tasks³

If the language learners do not learn how to speak or do not get any chance to speak in the language classroom, they may soon get de-motivated and lose interest in learning it. In order to make the classroom a dynamic and a fun place, right activities should be conducted in them.

If we can create such an atmosphere, we can raise general learner motivation. The students who were motivated were more self-confident and less anxious as the result of which they participated actively in class, whereas students who were not motivated were not self-confident and they felt anxious.

The research results show that the students like their teachers and they are happy with the teachers' manners and attitudes towards them.

References

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