



# BUXORO DAVLAT UNIVERSITETI ILMIY AXBOROTI



Научный вестник Бухарского государственного университета  
Scientific reports of Bukhara State University

5/2024

E-ISSN 2181-1466

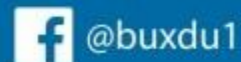


9 772181 146004

ISSN 2181-6875



9 772181 687004



5/2024

TEACHING SPEAKING OF ENGLISH AS A FOREIGN LANGUAGE

*Maqsudova Moxigul Usmonovna,*

*Senior teacher Interfaculty Foreign Language Department*

*Bukhara State University*

[Usmonovna74@mail.ru](mailto:Usmonovna74@mail.ru)

**Abstract.** This article aims to describe the challenges faced by teachers and students when learning English as a foreign language (EFL) and how to overcome them. Speaking is an essential skill that students need to acquire, as it is often used as a measure of success in EFL classes. However, teaching students to speak can be challenging for EFL teachers, as they may lack exposure to the target language and have difficulty facilitating students' communication skills. According to Harmer (1998), teachers need to expose students to the language and help them understand its meaning and form in order to facilitate learning. This involves providing opportunities for students to practice speaking in the language they are learning. Teachers can use a variety of techniques to encourage students to speak, such as pair work, group activities, and role-playing. In order to help students develop their speaking skills, teachers must create a supportive and encouraging environment that encourages students to take risks and communicate in the target language. By doing so, teachers can help students overcome their fears and build confidence in their ability to communicate in English. Teachers can make speaking classes more enjoyable by incorporating activities such as role play, discussion, and various types of games to help students improve their speaking skills.

**Keywords:** EFL, teaching speaking, speaking activities, problems, solutions, skills.

INGLIZ TILINI CHET TILI SIFATIDA O'RGATISH

**Аннотация.** Ushbu maqolaning maqsadi ingliz tilini chet tili (EFL) sifatida o'rganishda o'qituvchilar va talabalar duch keladigan muammolarni va ularni qanday bartaraf etishni tasvirlashdir. Nutq talabalar uchun o'zlashtirish uchun muhim mahoratdir, chunki u ko'pincha EFL darslarida muvaffaqiyat o'lchovi sifatida ishlatiladi. Biroq, talabalarga og'zaki tilni o'rgatish EFL o'qituvchilari uchun qiyin bo'lishi mumkin, chunki ular maqsadli tilni bilmasliklari va o'quvchilarning muloqot qobiliyatlarini rivojlantirishda qiyinchiliklarga duch kelishlari mumkin. Harmer (1998) fikriga ko'ra, o'qituvchilar o'quvchilarni til bilan tanishtirishlari va o'rganishni osonlashtirish uchun ularning ma'nosi va shaklini tushunishlariga yordam berishlari kerak. Bu talabalarga o'zlarini o'rganayotgan tilda gapirishni mashq qilish imkoniyatini berishni o'z ichiga oladi. O'qituvchilar o'quvchilarni nutqqa undash uchun juftlik, guruh faoliyati va rolli o'yin kabi turli usullardan foydalanishlari mumkin. Talabalarning nutq qobiliyatlarini rivojlantirishga yordam berish uchun o'qituvchilar talabalarni tavakkal qilishga va maqsadli tilda muloqot qilishga undaydigan qo'llab-quvvatlovchi va rag'batlantiruvchi muhitni yaratishi kerak. Bu orqali o'qituvchilar o'quvchilarning qo'rquvlarini yengishlariga yordam berishlari va ingliz tilida muloqot qilish qobiliyatiga ishonchlarini mustahkamlashlari mumkin. O'qituvchilar o'quvchilar nutqini yaxshilashga yordam beradigan rolli o'yinlar, munozaralar va turli o'yinlar kabi mashg'ulotlarni o'z ichiga olgan holda nutq darslarini yanada qiziqarli qilishlari mumkin. ko'nikmalar.

**Калит so'zlar:** EFL, nutqni o'rgatish, nutq faoliyati, muammolar, yechimlar, ko'nikmalar.

ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННЫЙ ЯЗЫК

**Аннотация.** Целью данной статьи является описание проблем, с которыми сталкиваются преподаватели и студенты при изучении английского языка как иностранного (EFL), и способы их преодоления. Разговорная речь — это важный навык, который необходимо освоить учащимся, поскольку он часто используется как мера успеха на уроках EFL. Однако обучение студентов разговорной речи может оказаться сложной задачей для преподавателей EFL, поскольку они могут не знать изучаемый язык и испытывать трудности с развитием коммуникативных навыков учащихся. По мнению Хармера (1998), учителя должны познакомить учащихся с языком и помочь им понять его значение и форму, чтобы облегчить обучение. Это предполагает предоставление студентам возможности практиковаться в разговорной речи на языке, который они изучают. Учителя могут использовать различные методы, чтобы побудить учащихся говорить, например,

*работа в парах, групповые занятия и ролевые игры. Чтобы помочь учащимся развить свои разговорные навыки, учителя должны создать благоприятную и воодушевляющую среду, которая побуждает учащихся идти на риск и общаться на изучаемом языке. Поступая таким образом, учителя могут помочь учащимся преодолеть свои страхи и укрепить уверенность в своей способности общаться на английском языке. Учителя могут сделать занятия по разговорной речи более увлекательными, включив в них такие виды деятельности, как ролевые игры, обсуждения и различные типы игр, которые помогут учащимся улучшить свою речь. навыки.*

**Ключевые слова:** EFL, обучение говорению, речевая деятельность, проблемы, решения, навыки.

**Introduction.** Speaking is one of the most essential skills that people need to communicate effectively. Through speaking, we can understand the world around us and share our thoughts and feelings with others. Those who are skilled in speaking are better at sending and receiving information and messages. Speaking is a process of creating and sharing meaning using verbal and non-verbal symbols in different contexts. Mastering this skill is important for second and foreign language learners, as it is often evaluated as part of their success in learning a language like English. In genuine communication, speaking has a purpose. It can be used to achieve a goal, such as expressing a desire or solving a problem. It can also help maintain social relationships and friendships.

Therefore, speaking as a skill plays a significant role for learners of English, especially as a foreign language. It is one of the most essential language skills for supporting further oral communication, especially in English. However, it is also the most difficult skill to develop, as the environment in Indonesia does not provide much support or exposure for learners. Due to minimal exposure to the target language and less contact with native speakers, adult English as a Foreign Language (EFL) learners are generally poor at spoken English, particularly in terms of fluency, control of idiomatic expressions, and understanding cultural pragmatics. Only a few can achieve native-like proficiency in oral communication. Speaking is one of the most essential skills that people need to communicate effectively.

Through speaking, we can understand the world around us and share our thoughts and feelings with others. Those who are skilled in speaking are better at sending and receiving information and messages. Speaking is a process of creating and sharing meaning using verbal and non-verbal symbols in different contexts. Mastering this skill is important for second and foreign language learners, as it is often evaluated as part of their success in learning a language like English. In genuine communication, speaking has a purpose. It can be used to achieve a goal, such as expressing a desire or solving a problem. It can also help maintain social relationships and friendships.

Therefore, speaking as a skill plays a significant role for learners of English, especially as a foreign language. It is one of the most essential language skills for supporting further oral communication, especially in English. However, it is also the most difficult skill to develop, as the environment in Indonesia does not provide much support or exposure for learners. Due to minimal exposure to the target language and less contact with native speakers, adult English as a Foreign Language (EFL) learners are generally poor at spoken English, particularly in terms of fluency, control of idiomatic expressions, and understanding cultural pragmatics. Only a few can achieve native-like proficiency in oral communication. Speaking is one of the most essential skills that people need to communicate effectively. Through speaking, we can understand the world around us and share our thoughts and feelings with others. Those who are skilled in speaking are better at sending and receiving information and messages. Speaking is a process of creating and sharing meaning using verbal and non-verbal symbols in different contexts. Mastering this skill is important for second and foreign language learners, as it is often evaluated as part of their success in learning a language like English. In genuine communication, speaking has a purpose. It can be used to achieve a goal, such as expressing a desire or solving a problem. It can also help maintain social relationships and friendships.

Therefore, speaking as a skill plays a significant role for learners of English, especially as a foreign language. It is one of the most essential language skills for supporting further oral communication, especially in English. However, it is also the most difficult skill to develop, as the environment in Indonesia does not provide much support or exposure for learners. Due to minimal exposure to the target language and less contact with native speakers, adult English as a Foreign Language (EFL) learners are generally poor at spoken English, particularly in terms of fluency, control of idiomatic expressions, and understanding cultural pragmatics. Only a few can achieve native-like proficiency in oral communication. Speaking is the process of constructing and sharing meaning through verbal and non-verbal symbols in various contexts (Chaney, 1998). It is an essential component of second language acquisition and teaching. For many years, speaking has been underestimated

in language instruction, and teachers have focused on drills and memorization rather than developing students' communication skills.

However, the current world demands that speaking instruction focus on enhancing students' ability to communicate effectively. Only through this approach can students truly master the language and become successful communicators. We communicate in order to understand each other better. Better communication leads to a better understanding of ourselves and others. Communication is an ongoing process of expression, interpretation, and negotiation. There are endless opportunities for communication, including systems of signs and symbols (Savignon, 1982:8).

Communication requires a sender, receiver, and medium. Both speakers and listeners interact by responding to what they hear and listen to. Generally, people engage in oral communication with a specific goal in mind, which drives them to communicate. Spoken language is the primary mode of communication. We speak far more than we write, which is why language should initially be taught through speech. Speaking is essential to learning any language. Learning to speak a foreign language requires knowledge of the language and how to use it. In order to master the speaking skill, the teacher should train and equip learners with a certain level of accuracy and fluency in their understanding, response and expression of themselves in speech.

Speaking is "the process of constructing and sharing meaning through the use of verbal and non-verbal symbols in various contexts" (Chaney, 1998, p. 13). It is an essential component of second language learning and teaching, and despite its significance, for many years, speaking has been underestimated and English language instructors have continued to focus on teaching speaking as a mere repetition of drills or the memorization of dialogue. However, in today's interconnected world, it is crucial that the objective of teaching speaking be to enhance students' communication skills, as only then can students truly communicate effectively.

Expressing themselves and learning how to follow social and cultural rules in each communicative situation are essential parts of teaching speaking in the English as a Foreign Language (EFL) classroom.

This means teaching EFL learners how to:

1. Produce the English sounds and sound patterns: Learners need to learn the correct pronunciation of English words and phrases. They should be able to pronounce sounds that may be different from their native language and use the correct intonation and rhythm.
2. Use appropriate words and sentence stress: Learners should be able to select the right words and use them in the correct context. They also need to understand how to use stress and intonation to convey meaning and emphasize important points.
3. Organize thoughts logically: Learners should be able to organize their ideas in a clear and coherent manner. They need to be able to structure their speech so that it makes sense to the listener.
4. Express values and judgments: Learning a second language allows learners to express their own values and opinions. It is important for them to be able to do this in a way that is appropriate for the situation.
5. Be fluent: Fluency is the ability to speak a language quickly and without hesitation. This includes avoiding long pauses and using natural-sounding expressions.

Many linguists and EFL (English as a Foreign Language) teachers agree that students learn to speak the foreign language through "interaction". Communicative Language Teaching (CLT) and Collaborative Learning are the best approaches for this goal. CLT is based on real-life situations that require communication. Using this method in EFL classrooms, students have the opportunity to communicate with each other in the target language. In short, EFL teachers should create an environment in the classroom where students have authentic communication, real-life activities, and meaningful tasks to promote oral language skills. This can happen when students work in groups to achieve a goal or complete a task. Later, we will discuss the activities that can be done in a speaking classroom. There are four things students need to do with a "new" language: be exposed to it, understand its meaning, understand its structure (how it's constructed), and practice it. (Harmer, 1998:52) English is still considered a foreign language, which is why EFL students need a lot of exposure to the target language, culture and people. They are often less exposed to these things compared to ESL learners, who are more familiar with English and its speakers.

In the communicative approach to language teaching, teachers help students communicate in real-life situations. They work with students to develop their ability to produce grammatically correct and logically connected sentences in appropriate contexts. According to Nunan (2003), there are several principles that guide effective speaking instruction. Some of these principles are described below.

1. Provide practice with both accuracy and fluency: At the beginning and intermediate levels of study, learners should be given opportunities to improve both their accuracy and fluency in speaking. Accuracy refers to using the target language accurately, while fluency means speaking quickly and confidently in the language.

Teachers should not focus exclusively on one aspect of speaking, but rather provide opportunities for students to practice both accuracy and fluency.

2. Use group or pair work: To help students improve their speaking skills, teachers should encourage them to participate in group or pair activities in class. This allows students to engage in conversations and practice speaking in a supportive environment. Teacher talk time should be reduced and student talk time increased to maximize opportunities for speaking practice. It is important for language teachers to not take up all of the class time. According to Nunan, "Pair work and group work can be used to increase the amount of time that students get to speak in the target language during the lesson." In this way, students will have the opportunity to interact and practice the language with other students.

Encouraging Students to Speak It is essential for teachers to encourage students to use the target language in the classroom. Without this encouragement, students' speaking abilities will not improve. Most students do not use the target language outside of the classroom, so it is crucial that they speak up in class. If students make mistakes, teachers can help correct them.

According to Philips, there are several things teachers can do to help students speak:

1. Encourage student interactions Many students feel shy about speaking because they are not familiar with the target language or are not comfortable taking part in class discussions. They may not interact with other students or remain silent when asked to speak in English. To create a more comfortable environment, teachers should try to create an atmosphere where students feel encouraged to speak and communicate with the teacher and other students.

2. Provide opportunities for practice Teachers can provide opportunities for students to practice speaking by asking them to participate in discussions, give presentations, or role-play activities. This will help students build their confidence and improve their speaking skills.

3. Provide feedback Teachers should provide feedback on students' speaking efforts, both positive and constructive. Positive feedback will encourage students to continue speaking, while constructive feedback will help them improve their skills.

4. Model good language use Teachers should model good language use and provide examples of how to use grammar, vocabulary, and pronunciation correctly. This will help students understand the rules of the language and feel more confident when speaking. Students need to be provided with an environment where they can communicate without any pressure or stress. Speaking activities should be made interesting in order to encourage meaningful interactions between students. If speaking activities are not engaging enough and do not give students the opportunity to speak, then it is not worth doing them.

According to Philips, the aim of communication activities is to promote purposeful and significant interaction between students. Communication tasks are designed to give students a reason or goal for speaking. Therefore, teachers should provide activities that allow students to share their thoughts, express their feelings, discover new information, discuss, and argue.

According to Philips, speaking activities need to be carefully structured at the beginning stages, especially at lower levels. The activities should be simple but good enough to allow students to use the target language. At this stage, students may not be fluent or accurate in their speaking, but it is important that they do not become discouraged. As they become more comfortable communicating, the teacher can then introduce more challenging activities such as role plays, discussions, debates, and problem-solving tasks. Nunan (2003) suggests the following principles for designing effective speaking techniques:

1. Use a variety of techniques that cater to different learner needs. This means incorporating both language-focused activities that emphasize accuracy and message-focused activities that focus on communication, meaning, and fluency.

2. Ensure that the activities are intrinsically motivating, so that students are eager to participate and learn.

The teacher should always strive to meet the ultimate goals and interests of students, their need for knowledge, status, competence, autonomy, and "being all that they can be".

3. Encourage the use of authentic language in meaningful contexts. It can be challenging to come up with meaningful interactions. It takes energy and creativity to create authentic contexts and meaningful interactions, but teachers must not give up. This is essential for producing competent speakers of English. 4. Provide appropriate feedback and correction. Teachers of English as a foreign language should take advantage of their knowledge to provide the corrective feedback appropriate for the situation, as students are totally dependent on teachers for useful linguistic feedback, since "outside" the classroom, students will not receive feedback as English is not spoken in their community.

## PEDAGOGY

---

5. Capitalize on the natural link between speaking and listening. Many interactive techniques that involve speaking also involve listening. Teachers should integrate these two skills, as they can reinforce each other. Language skills are often initiated through comprehension.

6. Provide students with opportunities to initiate oral communication. Students should be given opportunities to start conversations, nominate topics, ask questions, control conversations, and change the subject, as part of their oral communication skills.

7. Encourage the development of speaking strategies. Strategic competence is a concept that few beginning language learners are aware of and have a chance to practice. Strategies such as asking for clarification, repeating something, using fillers to gain time, getting someone's attention, and others can help improve communication.

It is very important for teachers to encourage students to speak in class. If they don't encourage them to use the target language, the student's speaking ability will never improve. Students often do not use the target language outside of the classroom, which is why it's important for them to speak up. If students make mistakes, the teacher can help them correct their errors.

According to Philips, there are several things teachers can do to help students speak more:

1. Encourage student interaction: Many students feel shy about speaking because they haven't acquired the target language or are not used to participating in classroom discussions. Teachers can create a supportive environment where students feel comfortable speaking.

2. Provide opportunities for practice: Teachers can provide opportunities for students to practice speaking in class, such as through pair work, group work, or role-playing. This will help students gain confidence and improve their speaking skills.

3. Model good communication: Teachers should model good communication by using clear, concise language and providing feedback to students. This will show students how to communicate effectively in the target language.

**Conclusion.** Teaching speaking is an essential part of learning a foreign language. The ability to communicate clearly and efficiently in a foreign language contributes to the student's success in school and later in life. Therefore, it is crucial that foreign language teachers focus on teaching speaking by providing students with ample opportunities to practice the language and motivating them to communicate through it. Instead of leading students to memorization, creating a rich environment for meaningful communication is desirable. To achieve this goal, teachers should be aware of the challenges they may face when teaching English speaking classes, including the challenges faced by students and teachers, as well as the challenges presented by the language itself, which is not spoken in their community.

Therefore, this article suggests some things that teachers should take into consideration and follow as guidelines before they enter the classroom. For example, what kind of speaking class they want to conduct, some principles for teaching speaking, activities to encourage students to speak, principles to consider when designing speaking techniques, and suggestions for teaching speaking. Last but not least, various speaking activities, such as those mentioned above, can greatly contribute to students' development of basic interactive skills essential for life. Hopefully, these activities will make students more willing to speak in the target language during the learning process, while making their learning more meaningful and enjoyable for them.

### REFERENCES:

1. Brown, D. H. 1976. *Principles of Language Learning and Teaching: 2nd Edition*. Eaglewood Cliffs: N.J. Prentice-Hall Regents.

2. Brown, D. H. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.

3. Brown, Robert Sanborn & Nation, Paul. 1997. *Teaching Speaking: Suggestions for the Classroom*. Wellington Kyoto City University of Arts & Victoria

4. University. (<http://www.jalt-publications.org/ilt/files/97/jan/speaking.html> being accessed on June 14th 2009)

5. Celce-Murcia, Marianne. Ed 2001. *Teaching English as a Second or Foreign Language (3rd ed)*. Boston USA: Heinle & Heinle. Crocker, Robert. 1999. *Dialog Performances: Developing Effective Communication*

6. *Strategies for Non-English Majors in Japanese Universities*. *The Internet TESL Journal*, Vol. V, No. 3, pp. 33-49. (<http://itelsj.org/> being accessed on June 14<sup>th</sup> 2009)