



TECHNOLOGY OF DEVELOPMENT OF ORAL SPEECH COMPETENCE OF STUDENTS

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Annotation: This paper presents the technology used in teaching speaking and its effects to students as they learn to speak in English. Moreover, there are given ideas for improving learner's speaking skills during the class and lifetime in foreign language.

Keywords: phenomenology; effects; technology; teaching speaking; focus group discussion

INTRODUCTION

With the use of technology in teaching speaking, students are able to increase their speaking fluency and accuracy as they communicate. This is so for they can address their speech difficulty, they learn to speak properly and they think before they engage in actual conversation online.

Speaking is one of the macro skills in English that instructors and students must polish. A good speech is accompanied by fluency and accuracy which students must learn and enhance competitively. Teaching speaking has been given much importance at school for many years. It has been part of every curriculum but it is undervalued that teaching speaking is only through memorization and repetition of drills focusing on the fluency of the production of sounds in these recent times that the English language is dubbed to be the second most popular language with approximately 400 million native speakers that makes the English language the lingua franca of the world, teaching speaking requires innovative ways and methods rather than teaching speaking through memorization and parroting. For a country like the Philippines with 117 different dialects, where most students do not get to use English in their daily conversations, and where most times students do not get to talk with English speaking people, it is with great concern on how instructors teach their students to speak in English and master their skill using it. Hence, this research study explored how students are taught to speak in English and how these methodologies have enhanced their speaking competence.



METHODOLOGY

There is a mushrooming body of research about how speaking is taught to students especially using the English language. This is because of the knowledge that teachers resourceful as they are resorting to different strategies, techniques and approaches in developing and shaping the speaking skill of students. They use various ways and implement different methodologies in developing student's communicative competence. They design courses to help students find English learning more enjoyable for them to develop a better attitude (Noom-ura, 2008). Various researches have been conducted to find out which approaches and strategies are the best and more effective in developing communicative competence. Koşar determined the significant difference in speaking performances of students being taught by native and non-native English speakers. Some even recommended knowledge and practice in developing speaking skills after a research study. Murad and Smadi recommended that teachers may adopt task-based language teaching principles and procedures in their classroom practices within and pre-service training programs to develop teachers' ability to use task-based language teaching when designing and executing lesson plans. Yüzlü and Derin examined the impact of the use of L1 on the EFL learners' L2 speaking skills as well as their perceptions of L1 use in fostering oral production in L2. Some conducted research on effectivity of a strategy used in developing communicative competence. Qing stated that role play is a very valuable method to help learners to interact and provide them an opportunity to practice in the target language context. It further suggested the application of role plays to increase student's intercultural awareness and to help them develop overall communicative competence. More so, Aliakbari and Jamalvandi stated that role play is a praised technique in task-based language teaching which has a positive effect on students' speaking skills. Besides, utilizing technology in teaching methods is a fundamental practice in teaching EFL, where it is available and accessible. Suggestions to incorporate the use of technology in teaching speaking have been stated. The use of CMC (computer-mediated communication) in teaching pronunciation and conversation is put forward to improve students' oral skills. The use of technology in teaching speaking is one of the changes in how languages are taught in school which focuses on the use of language communication rather than just passing the examination. Besides, Bahadorfar and Omidvar also stated that technological tools like the internet, podcasts, video conferencing, videos, and speech recognition software are considered the best tools for teaching speaking skills and using such tools have been regarded as ways of helping students improve



language skills. Moreover, Huang and Hung (2010) also state that an e-portfolio is a technology that allows students to have lexical richness in speaking in which learners benefit from their oral performances. Using such technology in teaching speaking is immensely acceptable by students.

RESULT

In like manner, digital storytelling is one powerful technology tool for teaching speaking. It integrates computer technologies and the art of storytelling in which graphic designs such as texts, images, and audio are combined making it into a creative media of storytelling. More so, digital storytelling in the classroom has enhanced and developed students in English speaking skills for it allows students to story-tell using their own words and voice. Cartoons on television and other digital platforms also enhance students' speaking skill. Cartoons provide audio and visuals, to attract attention, therefore, develop students' motivation towards the learning of speaking. Also, using Information Communication Technology (ICT) enhances speaking skill, motivation and oral performances. It has a huge and significant impact on students learning effectiveness in which students claim to have their speaking ability, knowledge and creativity enhanced. The use of multimedia as learning material as one of the ICT technologies was recorded as significantly effective in honing student's ability to speak in English. Video blogging is effective as it promotes students' learning motivation. In like manner, Smartphone overcomes speaking anxiety Machmud and Abdullah that groups of students with high and low anxiety obtained higher score when they are taught using Smartphone compared to their score when they are taught using a conventional model of teaching of speaking. Further, Akkara, Anumula and Mallampalli described that there is a significant difference in the speaking ability of students when taught speaking using technology such as WhatsApp interaction. Using technology in teaching speaking with the experimental group has a larger significance in English fluency compared to the other group taught to speak in English using the traditional method. In addition, Rodrigues and Vethamani find out that there is greater language proficiency and stronger self-confidence amongst learners of English as a second language as they develop their speaking skills.

CONCLUSION

The results of the study revealed that the technologies of today have become an effective platform in teaching speaking. It is an additional input of instructors apart from lecturing. Instructors do not employ traditional approaches nor use outmoded modes of teaching speaking like chalk and board lecture in tasking the



students to learn to speak, instead, they make use of the technologies of today as their medium. After laying down the results of this study, it can be concluded that instructors make use of technological tools in carrying out tasks for students learning to speak in English. Technology tools such as video conferencing, email correspondence and social media conversation were found to have been used in general.

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