Perceptions about Classroom-based Speaking Tests and their Washback

Norbekova Gulruh Husan qizi

English language teacher,

JSPI, Uzbekistan

gulruh.bonny@gmail.com

+998 91 592 36 66

Abstract. Teaching a foreign language process has become not only more intensive, but also significantly more successful. One of them is the tendency to strengthen the communicative orientation of the educational process. This trend was not born today or yesterday: making the learning process closer to the communication process by its nature has been undertaken for a long time. But as the scientific research of methodologists and the practical search for teachers improving, it became clear that we were dealing not only with a stable trend, but with an innovative teaching method based on latest curriculum. From this point of view, this article is conducted to deal with the issues of classroom based speaking tests and their washback by teachers' and students' perceptions.

Keywords: perception, speaking tests, classroom-based speaking tests, washback, innovative methods, motivation to speak a foreign language, speaking activities, speaking practices, active learning, collaborative learning.

Introduction. Motivating students to speak in the language classrooms is a difficult task encountered by most of the language teachers around the world. In the countries where English is used and spoken mostly as a foreign language is a common challenge among the teachers of the English language as students have no interest and motivation in learning and in using the English language in the classroom. Some studies in the literature [2, 37p] found out a number of factors for why the students are not motivated to speak English. For example, there is a lack of confidence on the part of the students to speak since they are not exposed to

speaking activities and practices [2, 38 p]. Students think that speaking in the classroom is not learning new concepts at all since they only practice what has been taught to them by their teacher [3, 15p]. They also lack the necessary vocabulary to express their ideas [4, 22 p].

There has always been a constant problem of English language proficiency of all skills with the students who are learning English as a second language. Thus, English language teaching has been controlled seriously at all schools and universities by the Ministry of Education in Uzbekistan. In fact, we can witness a great deal of innovations which were implemented in order to improve the language proficiency of the students. For example, some educational places in the country are offering and even hiring foreign English-speaking teachers to help the local teachers teach English to their students effectively. Schools and universities are using published English textbooks to support the students' language comprehension. Additionally, the ability to communicate and to be understood in the English language through different language tasks is more emphasized in classrooms[1, 20 p]; Some researchers [5, 49] believe that students' speaking fluency and confidence would improve if they are involved in active, engaging, and collaborative language learning activities. Therefore, the present study is dedicated to investigate the impact of task-based language activities on students' attitudes towards improving their English-speaking skills.

Research methodology. In the 50s and 80s, there was an active search for such methods of teaching foreign languages that could replace traditional grammatical translation and consciously comparative methods. This was due to the need for knowledge of foreign languages in the post-war period, the deepening of cultural and economic ties between countries, an increase in the mobility of people in various areas of life (professional, tourist, leisure), as well as telephone communications. The development of science, primarily pragmalinguistics and psycholinguistics, had a significant impact. Since that time, a new direction in the methodology of teaching foreign languages began to emerge, which was called communicative.

When choosing the methods of work in the lesson, I directly turned to the definition of the method in the methodology of teaching foreign languages. The method is defined as a system of functionally interdependent principles, united by a single strategic idea, aimed at teaching any type of speech activity. The leading idea of communicative teaching, in my opinion, is the idea of teaching speaking, which is inextricably linked with the use of the communicative method of teaching in English lessons.

The main researchers of the methodology of teaching foreign languages, which received the name of communicative, who contributed to its development, are: A. A. Leontiev, M. N. Vyatyutnev, G. A. Kitaygorodskaya, P. B. Gurvich, E. I. Passov and others. Among foreign experts, mention should be made of G. Lozanov (Bulgaria), G. Piffo and K. Edelhoff (Germany), R. Allright, G. Widson, W. Littlewood (England), S. Savignon (USA) and others.

Analysis and results. For the formation of truly speech skills, such a feature as actuality is of great importance, and double reality, when representing a response, not only the existing extralinguistic situation of communication is taken into account, but also the situation created by the previous remark, which causes an additional motive for response. Situation analysis is an indicative basis for speech actions (including differentiation, synthesizing, highlighting the leading features in a given situation), which makes it possible to determine the program of speech actions. Therefore, educational situations should be a combination of precisely the basic, supporting signs, necessary and sufficient, with the most complete probability determining the possible speech behavior of the subject. Moreover, the situations should be repeated several times in order to formulate in students the standards of the leading signs of the situation and methods of behavior in them. These signs should determine, first of all, the main components of the content structure of the utterance (logical and semantic categories of an informing or modal nature, speech intentions, a topic), since it is semantics, being the subject of speech and merging with the need for it, that gives rise to a motive, determines the purpose of the utterance, represents the result of speech action, conceivable by the

subject[15, 177 p]. The mobility and repetition of the situation, the constant change of speech intentions and the corresponding speech actions in communication can become the basis for generalization, generalization of the reference signs of situations and standards of speech behavior in them, which contributes to the transfer of speech operations and actions, expands its range. In addition, at the same time there is a generalization of motives in relation to the situation in which the motive originally appeared, spreading to all situations that are homogeneous with the first in the features essential to the personality, and the fixation of attitudes, which determine a holistic approach to the construction of phrases and create an algorithm for speech activity person. Consequently, the situationally motivated organization of speech exercises allows you to master a holistic speech action with all its components (attitude, motive, purpose, means, methods of implementation), and this is not an isolated action, it is interconnected with others. The mastery of linguistic units in this case occurs in the unity of all their aspects: form, meaning, function with the leading role of the latter [11, 366 p].

Other properties of speech such as: the presence of constant feedback, reinforcement from the partner; state of readiness to participate in communication; change of speech initiative; variety of communicative types of sentences; dependence of the syntactic structure of vocabulary on speech intention; different volume of speech behavior in dialogues; universality of these properties in all languages also make it possible to use it for methodological purposes, since, with appropriate organization, these properties meet the basic requirements for the conditions necessary for the development of speech skills and abilities[6, 187 p]. Because of this, dialogic speech can serve as a means of teaching in foreign language lessons. Experience shows that the learner is able to participate in communication in a number of situations, even if his automatism has not yet been completely formed, as evidenced by language errors and non-normative pauses. The fact is that speech skills and abilities are so complex, multidimensional phenomena, and the operational composition, content side and conditions for the implementation of speech activity are so diverse that there is a constant

development of speech mechanisms in it according to various indicators [7, 211 p]. The very formation of skills, if it is carried out in adequate conditions, that is, in those that, by their main properties, correspond to the conditions of their inclusion in a holistic activity, allows at the same time to lay the foundations for achieving the level of skills. After all, the mastery of linguistic means is carried out not as an isolated memorization of them, but as part of speech actions with an awareness of the content that they implement, and those conditions in which their use is possible, i.e. simultaneously with the mastery of operations, the mastery of motivated, situationally conditioned speech actions occurs.

The parameters of communicative communication are realized in the communicative behavior of the teacher, the active behavior of the student, in the subjects of discussion, the situation of communication, the use of speech means.

In the field of oral speech, students develop skills[13, 465 p]:

1) express agreement / disagreement or surprise;

2) substantiate your opinion; select the specified speech means and compose your statement; correctly intervene in the conversation, interrupt one of the interlocutors, convince; take part in a discussion or a business game, etc. Some tasks involve the use of various supports in the form of tables, diagrams, pictures.

In accordance with the communicative orientation of training, the educational process is built. Much attention is paid to creating a communicative atmosphere. The role of the teacher is changing qualitatively. He becomes a strategist who implements the concept of textbooks and supplements them with communicative materials. Such requirements include the need for a permanent auditorium equipped with an overhead projector, a projector, tape recorders, a magnetic board, a copier, mobile stands for exhibitions and creative works of students.

Oral exercises in English lessons are carried out at all stages of learning from beginner to advanced. Communication skills are divided into two groups, technical and communication exercises.

The technical group provides mainly an explanation for the exercise group. This group contains (mainly) information about the organization of language instruction

in groups and classes. The exercise group contains a large number of language exercises. They, in turn, are divided into a) listening, b) discussion exercises.

Many exercises have a playful element in them. Each exercise is described as follows:

a) language skills;

b) procedures;

c) comments.

Some exercises are grammatical, some are text-based and some are written by teachers. The exercises are divided into the following groups:

a) introductory exercises;

b) lexical exercises;

c) dialogic exercises;

d) text exercises;

e) listening exercises;

f) speaking exercises. [10, 185 p]

The present study, which identifies students' speaking motivation and their perspectives on a task-based classroom reveals that students always have a high level of motivation towards learning and using the English language in a task-based language classroom. The students' positive perception with regards to the use of different language tasks in learning the English language is believed to contribute to the improvement of their speaking performance in the different speaking activities in a foreign language classroom.

Conclusion. From the findings and as discussed extensively in the literature, interactive and engaging language task-based activities in an English as a foreign language classroom can have a positive impact on the learners' speaking skills and to the learning of the English language in general. Furthermore, not all learners are free with speaking activities in the classroom. Group role-plays, pair work, and group work activities can be seen to be a few of the most engaging and collaborative learning strategies that can be employed in the language classroom. Students may be interested to do any language tasks when they are with their

classmates as they may feel the support from each other. Moreover, students are more confident to do the tasks when they know that a specific task offers them an opportunity to practice and learn a set of language skills and to be exposed to different language use. On the other hand, individual interview although it promotes individual communication skills is observed to be less friendly as students may have speaking anxiety that affects negatively their performance. To make the task-based language lessons teachers should be careful about the consideration before designing the lesson and implementing such activities.

References:

1. Ahmad, S., & Rao, C. (2013). Applying communicative approach in teaching English as a foreign language: A case study of Pakistan. Porta Linguarum, 20.

2. Aleksandrzak, M. (2011). Problems and challenges in teaching and learning speaking at advanced level. Glottodidactica, 37, 37-48. https://doi.org/10.14746/gl.2011.37.3

3. Adhikari, B. R. (2010). Teaching speaking in the context: Problems and ways of overcoming them. Journal of NELTA, 15. https://doi.org/10.3126/nelta.v15i1-2.4602

4. Al Hosni, S. (2014). Speaking difficulties encountered by young EFL learners. International Journal on Studies in English Language and Literature, 22.

5. Masrom, U. K., Alwi, N. A. N. M., & Daud, N. S. M. (2015). The role of task complexity and task motivation in language production. GEMA Online Journal of Language Studies,49.

6. V.L.Skalkin. Communication exercises in English. - M., 1983 .-- 187s.

7. G.E. Vedel. Psychology and foundations of teaching methods of foreign languages. Voronezh, 1974.- 211s.

8. E. I. Passov, V. B. Tsarkova. The concept of communicative teaching of foreign language culture in secondary school. - M., 1993 .-- 420s.

9. O. I. Barmenkova. Effective English Teaching Techniques: A Teacher's Guide. Penza, 1997.- 200s.

10. EI Passov. Communicative method of teaching foreign language speaking.- M., 1985.- 185s.

11. N.D. Gallskaya. Modern methods of teaching foreign languages: A teacher's guide. - M., 2003 .-- 366s.

12. EI Passov. The concept of communicative teaching of foreign language culture in secondary school. - M., 1993.- 278s.

13. I. Ya. Lerner. Didactic foundations of teaching methods. - M., 1981 .-- 465s.

14. V. N. Olifer. New technologies in teaching. SPb., 2000.- 177s.