

Theoretical Foundations for Developing Students' Oral Speech in English Language Teaching

Toshpo'latova Fayyozaxon Ulug'bek Qizi¹

¹ Samarkand State Pedagogical Institute, Uzbekistan

Article Info

Received: 15 April 2026

Revised: 17 April 2026

Accepted: 20 April 2026

Online Version: 29 April 2026

Corresponding Author:

Toshpo'latova Fayyozaxon

Ulug'bek Qizi,

Student of Samarkand State

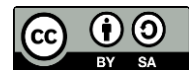
Pedagogical Institute,

Uzbekistan.

Email: ulugbek.qizi@gmail.com

Abstract. In the contemporary education system, the process of teaching foreign languages, particularly English, is undergoing substantial transformation. Whereas traditional approaches to language instruction primarily emphasized the memorization of grammatical rules and translation practices, current methodologies focus on the development of communicative competence. Consequently, the importance of speaking skills within the educational process has significantly increased. The primary objective of language learning is to equip learners with the ability to communicate effectively and fluently in real-life situations. From this perspective, speaking is regarded as the ultimate outcome of language acquisition, as it serves as the most direct means through which learners demonstrate their language proficiency. Therefore, the development of students' oral speech plays a crucial role in achieving communicative goals in English language teaching.

Keywords: Dell Hymes, Noam Chomsky, Canale and Swain, communicative competence, Stephen Krashen, grammatical competence, sociolinguistic competence, discourse competence, strategic competence



© 2026 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International

(CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage <https://ejournal.aripendis.com/edulogia>

How to cite: Qizi, T. F. U. (2026). Theoretical Foundations for Developing Students' Oral Speech in English Language Teaching. *Edulogia: Jurnal Pendidikan dan Keislaman*, 1(3), 196-201.

Published by: Yayasan Pendidikan Islam Bintang Nusantara

INTRODUCTION

In foreign language learning, speaking is one of the primary skills that reflects successful language mastery. Unlike receptive skills such as reading and listening, speaking requires learners to actively produce language spontaneously and appropriately according to social contexts. Therefore, speaking is not merely understood as the ability to pronounce words or sentences, but as the competence to use language communicatively and effectively.

Modern linguistic studies position speaking as an integral component of communicative competence. According to Dell Hymes, language mastery involves not

only grammatical knowledge but also the ability to use language appropriately in social and cultural contexts. This concept was proposed as a critique of Noam Chomsky's linguistic competence theory, which mainly focuses on language structure. Hymes emphasized that effective communication requires the integration of grammatical, sociolinguistic, discourse, and strategic competencies.

The communicative competence model was further developed by Michael Canale and Merrill Swain, who proposed that language ability consists of grammatical, sociolinguistic, discourse, and strategic competencies. These four components interact in oral communication processes. Learners are expected not only to understand language structures but also to select context-appropriate expressions, organize ideas logically, and solve communication breakdowns.

The importance of speaking is also reinforced by second language acquisition theories. Stephen Krashen's Input Hypothesis highlights the importance of comprehensible input in language acquisition. However, this theory is complemented by Merrill Swain's Output Hypothesis, which argues that active language production through speaking is necessary for learners to recognize and address gaps in their linguistic knowledge.

Furthermore, Lev Vygotsky's social constructivist theory emphasizes social interaction as the core of learning processes. In language learning contexts, verbal interaction enables learners to construct knowledge through meaning negotiation, discussion, and collaboration.

In the era of globalization, international communication demands continue to increase. English as a global lingua franca requires learners not only to understand language rules but also to use English effectively in real-life situations such as academic presentations, job interviews, international travel, and professional communication. Therefore, speaking development has become a major priority in modern English language teaching.

This study aims to analyze the importance of speaking skills in English language learning, examine the theoretical foundations of communicative competence, and identify effective instructional strategies for improving learners' speaking abilities.

RESEARCH METHOD

This study employed a descriptive qualitative method using a library research approach. This method was selected to systematically examine linguistic and pedagogical theories related to speaking skills in English language learning.

Research data were collected from academic books, national and international journal articles, educational policy documents, and scientific publications discussing communicative competence, second language acquisition, and speaking instructional strategies. Key references include works by Dell Hymes, Noam Chomsky, Stephen Krashen, Merrill Swain, and Jeremy Harmer.

Data collection techniques involved identification, selection, classification, and systematic analysis of documents relevant to the research focus. The collected data were analyzed using content analysis to identify major concepts related to speaking, communicative competence, and communication-based teaching strategies.

The findings were interpreted to produce a conceptual synthesis regarding the role of speaking in modern English language teaching.

RESULTS AND DISCUSSION

Scientific research in linguistics and methodology also supports this perspective. For instance, according to the theory of communicative competence proposed by Dell Hymes, knowing a language means not only mastering grammatical rules but also being able to apply them appropriately in academic and social contexts. This is directly realized through oral communication. According to Hymes, communicative competence is not limited to following grammatical rules but also includes the ability to use language appropriately within social and cultural contexts. In his view, communicative competence refers to the ability to communicate effectively by using language purposefully and appropriately according to the situation.

It is important to note that Dell Hymes introduced communicative competence as a significant concept in linguistics in 1972 as a critique of Noam Chomsky's concept of linguistic competence. While Chomsky primarily focused on grammar and syntax, Hymes expanded this framework by incorporating the social dimensions of communication. He emphasized communicative competence as a sociolinguistic orientation in language studies.

The communicative competence model analyzes language through several components:

1. Grammatical (linguistic) competence: This includes knowledge of phonetic, morphological, syntactic, and semantic structures of language and the ability to use them correctly. In *Aspects of the Theory of Syntax*, Noam Chomsky (1965) defines linguistic competence as a complete and ideal knowledge of the structural aspects of language.
2. Sociolinguistic competence: This refers to an individual's ability to communicate effectively in society by selecting appropriate communication strategies in different social situations. It includes adherence to ethical norms in communication, empathy, and mutual understanding. It also involves adapting language to social situations, roles, and cultural norms. In *The Presentation of Self in Everyday Life*, Erving Goffman (1959) describes communicative competence as the ability of individuals to present themselves appropriately and manage interactions with others in social situations.
3. Discourse competence: This involves connecting utterances coherently and constructing meaningful texts, such as maintaining conversations and organizing spoken discourse logically.
4. Strategic competence: This refers to strategies used to overcome communication difficulties, such as using synonyms when a particular word is unavailable.

This model was later expanded by Lyle Bachman (1990) and the Common European Framework of Reference for Languages (CEFR). According to the CEFR, communicative competence includes not only linguistic knowledge but also intercultural, social, and pragmatic skills. In short, Hymes' model shifted language teaching from a traditional grammar-centered approach to a communication-oriented approach and serves as a foundation for innovative foreign language teaching in Uzbekistan.

Similarly, the model developed by Michael Canale and Merrill Swain states that communicative competence consists of four major components:

1. Grammatical competence – the ability to understand and use the linguistic code of language, including:
 - phonology (pronunciation and intonation),
 - morphology (word forms),
 - syntax (sentence structure),
 - lexicon (vocabulary),
 - semantics (meaning comprehension).

For example, when learners use Past Simple (“I finished”) instead of Present Perfect (“I have just finished”), this indicates weak grammatical competence, which may cause ambiguity in expressing time relations during oral communication.

2. Sociolinguistic competence – the ability to adapt language to social contexts, including:

- formal and informal styles,
- dialectal differences,
- cultural norms.

For instance, Uzbek students often struggle to distinguish between formal expressions such as “Can I ask a question?” when speaking to professors and informal expressions such as “Hey, what’s up?” when speaking to peers, which reduces pragmatic effectiveness in communication.

3. Discourse competence – the ability to organize speech as coherent text through:

- cohesive devices (e.g., and, but, therefore),
- logical sequencing,
- various text types (dialogues, narratives, articles).

For example, in the dialogue “I like football. It’s interesting. I play every day,” weak cohesion may interrupt conversational flow.

4. Strategic competence – the ability to solve communication problems, including:

- paraphrasing when vocabulary is missing: I lost my... uh... the thing you use to open doors (referring to a key),
- code-switching temporarily into the first language,
- requesting clarification: Sorry, could you repeat that?
- gaining thinking time: Well... let me think...
- using synonyms: I bought a very large house instead of struggling with an unknown word,
- using gestures and body language,
- self-correction: He go to school yesterday... He went to school yesterday,
- reformulating questions: Where can I find the library?

In general, strategic competence can be described as the art of maintaining communication even without perfect language mastery. All of these components interact during speaking activities. A learner is expected to apply grammatical rules correctly, choose context-appropriate expressions, organize ideas logically, and apply strategies whenever communication problems arise.

The importance of oral communication is also emphasized in language acquisition theories. According to Stephen Krashen’s Input Hypothesis, comprehensible input plays an essential role in language acquisition. However, this theory is complemented by Merrill Swain’s Output Hypothesis, which argues that active language production, particularly speaking, is equally necessary. Swain emphasizes that learners become aware of gaps in their knowledge precisely during speaking and are motivated to fill them.

According to Krashen, second language acquisition occurs when learners are exposed to input slightly above their current proficiency level. In other words, learners acquire language by engaging with material one level beyond their existing knowledge.

Furthermore, Lev Vygotsky’s social constructivist theory suggests that learning is most effective through social interaction. This once again highlights the significance of speaking, as learners exchange knowledge, collaboratively construct understanding, and reinforce learning through communication.

Practical studies also confirm the priority of speaking skills. According to reports by the British Council, the majority of English learners study the language primarily for communication purposes. Their main goal is to speak fluently. Likewise, international assessment systems such as the IELTS evaluate speaking as an independent skill, further demonstrating its practical importance.

The role of speaking in education can be analyzed through several dimensions. First, speaking develops learners' communicative competence. The more confidently learners express their ideas, the greater their self-confidence and enjoyment in communication.

Second, speaking increases learner participation. In traditional classrooms, students often function as passive listeners, whereas speaking activities position them as active participants.

Third, speaking develops critical thinking. Questions such as "Do you agree or disagree?" require learners to analyze, evaluate, and justify their opinions.

Fourth, speaking prepares learners for real-life situations, such as:

- communicating at airports,
- making hotel reservations,
- participating in job interviews.

Fifth, speaking develops in integration with other skills. For example, learners may watch a video (listening) and subsequently discuss it (speaking).

Sixth, speaking positively influences learners' personal development by teaching them to express ideas clearly and speak confidently before an audience.

In modern methodology, the communicative approach occupies a central position in speaking instruction. According to Jeremy Harmer, effective teachers should minimize teacher talk and maximize students' speaking opportunities.

For example, if instruction is limited only to grammar exercises, learners acquire language passively. However, when teachers organize role plays, discussions, and presentations, learners become actively engaged in speaking. For instance, role-play activities such as "You are at the airport" significantly enhance students' oral participation.

Similarly, Penny Ur identifies several conditions for effective speaking activities:

- active participation of all learners,
- high motivation,
- meaningful and engaging tasks.

Today, information and communication technologies also play an important role in developing speaking skills. Examples include:

- video conferencing,
- online conversation platforms,
- mobile applications such as Duolingo and Cambly.

These tools create language-rich environments and accelerate learners' speaking development.

In conclusion, speaking occupies a central role in English language teaching and serves as the primary tool for developing learners' communicative competence. Modern education systems must prioritize speaking development because language proficiency is ultimately determined by the ability to use language effectively in practice.

CONCLUSION

Speaking skills occupy a central position in English language learning as they represent the main indicator of learners' communicative competence. Speaking involves

not only grammatical mastery but also the ability to use language appropriately according to social, cultural, and pragmatic contexts.

The communicative competence theory proposed by Dell Hymes, the competence model developed by Michael Canale and Merrill Swain, as well as second language acquisition theories by Stephen Krashen and Lev Vygotsky demonstrate that speaking is a complex process involving linguistic, social, cognitive, and strategic dimensions.

Effective speaking instruction requires communicative approaches through discussions, role plays, presentations, debates, and digital technology integration. Therefore, modern English language teaching should prioritize speaking development to enable learners to use language actively, confidently, and effectively in both academic and professional settings.

REFERENCES

Jalolov J. Chet tili o'qitish metodikasi. – Toshkent: 2012. – B 43-44

Canale. M., & Swain.M. (1980). Theoretical bases of communicative approaches to second language learning and testing. Oxford University Press.

Krashen. S. D. (1982). Principles and practice in second language acquisition. Pergamon Press.

EBSCO Free Databases (LISTA/ERIC). <https://about.ebsco.com/products/research-databases/free-databases>

Harmer. J. (2015). The practice of English language teaching

Copyright Holder :

© Toshpo'latova Fayyozaxon Ulug'bek Qizi (2026).

First Publication Right :

© Edulogia: Jurnal Pendidikan dan Keislaman

This article is under:

