

THE FACTORS AFFECTING ADULT LEARNERS' ORAL COMMUNICATION

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Annotation

In this article to examine the factors affecting adult learners' oral communication, components underlying speaking proficiency, and specific skills or strategies used in communication. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

Key words: individuality, motivation, style of learning, mental ability, experience, communication, comprehension, elementary.

In our Faculty (ESP) we have many oversized groups consisting of 12-18 students. If we take: into consideration that every student has his/ her own individuality, motivation , aims, style of learning , mental ability , it is obvious its that it is difficult to work efficiently in oversized classrooms. To achieve the concentration of attention of such large group of students requires from the teacher high experience and skill gathered for many years. But, what if you are a young teacher and work only for few years ? Just be creative and outgoing .Look for new activities , not holding only one method. As a teacher on methodology Pamela Shea says there are many schools and institutions where students are taught deductively. It means that the teacher dominates and presents the material . She has been to Korea , where in a large classroom the teacher holds a microphone and says 'O.K. Open page 53, look at the fourth exercise .Read and translate it.'And afterwards all the students of the group were busy with reading and translating the exercise. There was no communication ,either between the teacher and the students or among the students themselves.It is obvious that there is nothing more boring than these grammar and lexical exercises for students. As to me, I had a questionnaire with my students., in the form of a ship which symbolized the way to the English language. All the students expressed their

desire on its sails like: communication, comprehension, speaking, talking giving and receiving information, think- pair-share .It is difficult for a teacher to give a chance for every student, especially, taking to the consideration that in a group we have different students. Some of them are modest and some of them are too coy .Only dividing into groups , we solve this problems. Here we earn use debates, discussions, situations dramas, plays, different: activities. I'd like to write about my favorite activity. Device your group into two teams then ask 5 students to come up to the blackboard , look at their already prepared box . The box has square and each square you put things similar with each other for ex: in the first square is the black ball with white spots ,in the second is the black ball with green stripes in the third the black cube with green stripes and so on. Just show to 5 representatives of each team this box for 5-10 seconds than ask them to go to their teammates and tell them which object from the bucket they should put into particular squares. In other words they do info, gap which means giving and receiving the information from each other. You can do this activity in other variants. This activity is good as for elementary as for intermediate levels. To make it more difficult put pictures with actions or many objects. To control students equal participation in talking ask them to explain about objects in turn.

Learning to speak a foreign requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange , in which many factors interact. Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately. In order to provide effective guidance in developing competent speakers of English ,it is necessary to examine the factors affecting adult learners' oral communication, components underlying speaking proficiency, and specific skills or strategies used in communication. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as

pitch , stress, and intonation. In addition , non-linguistic elements such as gestures and body language/posture ,facial expression, and so on may accompany speech or convey messages directly without any accompanying speech . Furthermore ,different cultural assumptions and expected outcomes of encounters also affect communication . Consequently, due to minimal exposure to the target language and contact with native speakers, adult EFL learners in general are relatively poor at spoken English , especially regarding fluency , control of idiomatic expression ,and understating of cultural pragmatics . Few can achieve native like proficiency in oral communication .

During our lessons we also use various kinds of games. For example memory games are very popular among our students .

The teacher presents some vocabulary within a theme, then the teacher chooses a simple sentence which all the students may add words to.

For example, from the theme “marketing”, “marketing includes all the business activities”. The first student repeats the sentence but adds another word or sentence.”Marketing includes all the business

activities

connected with the movement of goods and services from producers to consumers . Marketing operations include product planning , buying, storage, pricing, promotion, selling, credit, traffic and marketing research .“

Continue until the sentence or sentences are very long and students have

trouble remembering them. This activity is easier if students stand in circle. This kind of game can work for almost any thematic vocabulary.

Debate is also motivate students to speak English. This is very difficult.

We practice it with senior students. Debate is an organized discussion about a topic. The teacher makes a student, for example “The ability to

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cognize early trends is very important”, ”Food from home is best”,
“Good work habits begin in one`s youth”, ”Partnerships advantages and
disadvantages” and etc. Students choose whether they agree or
disagree.

They write a short presentation explaining their opinion. The students
who agree speak first. Afterwards, the students who disagree have
rebuttal. They respond to the first presentation. They explain why the
other students are incorrect. Then the group decided which team had
the better argument by voting with their hands. Debates stress logical
thinking.

These communicative methods make students do things in English. These
methods help teachers and students communicated using English.

EFL learners need explicit instruction in speaking , which as any
language skill generally has to be learned and practiced . However, in practice
, it is too often assumed that spoken-language skills can be developed simply by
assigning students general topics to discuss or by getting them to talk on certain
subjects. Evidently, not enough attention is given to the factors that inhibit or
facilitate the production of spoken language .

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