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PRODUCTIVE SKILLS IN FOREIGN LANGUAGE TEACHING

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ABOUT ARTICLE

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Abstract: Today, being able to communicate in a foreign language is becoming more and more prominent day by day. The importance of finding effective ways of teaching and learning them is increasing. There are a number of terms and concepts in foreign language teaching methodology. The term productive skills is widely used in foreign language teaching. This article aims to analyze productive skills and their characteristics in ELT teaching.

INTRODUCTION

Productive skills are speaking and writing that enable the learners to produce language in written or spoken forms. A person produces a spoken and written material to deliver to the audience, therefore they are called productive skills. Productive language skills, speaking, and writing, are important because learners' language level can be observed in language acquisition. The more the speaker or the writer produces appropriate and coherent language the more we have proof of the progress in the learner's language system. In language learning, teaching productive skills is also important because written and spoken communication are basic life skills. In real life, it is people's need to inform, convince, or share ideas. They are also sometimes required to take notes, fill in forms, and write emails, letters, reports, or stories.

Teachers tend to talk about the way we use language in terms of four skills reading, writing, speaking and listening. They are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves [1, p.265]. Briefly, in productive skills people produce the language whereas receptive skills mean to accept or understand what others are telling us.

LITERATURE REVIEW

In Uzbekistan, the scholars such as J.Jalolov (2015), G. Bakiyeva (2007), U. Hoshimov (2003), S. Saydaliyev (2004), G. Mahkamova (2017) are the great Methodists whose works are devoted to foreign language teaching methodology. Foreign scientists such as J. Harmer (2007), D. Nunan (1989), J. Richards (1990), J. Rodgers(2001), B. Douglas (1994,2001) investigated foreign language teaching problems. In foreign language teaching, the way we use language in terms of four skills reading, writing, speaking and listening. They are often divided into two types: receptive and productive skills. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves [1; p.265].

MATERIALS AND METHODS

Speaking is the delivery of language through mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. This vocalized form of language usually requires at least one listener that is called monologue. When two or more people speak or talk to each other, the conversation is called a "dialogue". In dialogues, speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, it is highly recommended to the learners of a foreign language to practice speaking standing alone in front of a mirror. Speaking can be formal or informal.

a. Informal speaking is typically used with family and friends or people we know well.

b. Formal speaking occurs in business or academic situations, or when meeting people for the first time.

It is more complicated skill than it seems at first and involves more than just pronouncing words. In order to produce a meaningful utterance a speaker need to be aware of grammar rules, sentence structures and vocabulary. According to Chastain (1998), speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse; Speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct [2; p. 330-358]. Speaking is usually found to be the most difficult language skill to acquire among language. On more thing, it is more frequently used than writing. The main function of spoken language is to socialize individuals. If one acquires speaking skill, they can communicate native speakers with no effort. That is why it is the vital to learn. Furthermore, speaking is important if we want to get things done, find out information and give instructions

We teach speaking as learners consider this particular skill as one of the most important and also the most challenging skills. Why it is known to be difficult to teach and to learn speaking because there are many things to take into account, like fluency, vocabulary, grammar and pronunciation. The ones learn all speaking skills interactively then they may have better results.

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse. In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented [3; p. 27] Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language

being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions [4; pp. 54- 55]

There are three parts of speaking, such as why to speak, what to speak, how to speak. Firstly, to speak a student need to have purpose then idea to tell, vocabulary, grammar, pronunciation and fluency in the next stage comes to help. If we analyze speaking purposes more precisely, Kingen (2000) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- **Personal** - expressing personal feelings, opinions, beliefs and ideas.
- **Descriptive**- describing someone or something, real or imagined.
- **Narrative**-creating and telling stories or chronologically sequenced events.
- **Instructive**-giving instructions or providing directions designed to produce an outcome.
- **Questioning**-asking questions to obtain information.
- **Comparative**-comparing two or more objects, people, ideas, or opinions to make judgments about them.
- **Imaginative**-expressing mental images of people, places, events, and objects.
- **Predictive**-predicting possible future events.
- **Interpretative**-exploring meanings, creating hypothetical deductions, and considering inferences.
- **Persuasive**-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- **Explanatory**-explaining, clarifying, and supporting ideas and opinions.
- **Informative**-sharing information with others [5; p.218].

RESULTS AND DISCUSSION

In learning a foreign language, learners find challenging to learn speaking. It may be somehow problematic for even teachers. Why? There are several causes of speaking problems. Poor vocabulary and problems with grammar are found to be

usual problems. Furthermore, to have a low self-esteem, lack of motivation and lack of idea may cause troubles in speaking in most cases. Self-esteem is how one values and preserves oneself. It is one of the important things in person's success. Because if you think you are able to do something, surely you can do, as you believe yourself. While speaking is the person, who loves oneself and thinks his or her opinions are worthy to listen may encounter fewer problems in speaking. According Musliadi (2016), the barriers in teaching speaking come from the internal and external factors or the problems come from the internal of learners and others come from outside learners. In the internal aspects, the problems are related with native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. While, in the external aspect the problems occurred by limited time in learning English so they do not have maximal time to practice speaking [6; p. 87].

Writing and speaking are interrelated. Writing helps to develop speaking and speaking has importance in improving writing skills. In fact, it is difficult to imagine the four skills without one another. Writing is the productive skill in this people produce written pieces for different purposes. It is also not as easy as it is at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it requires not only the ability to produce written production, but the development and presentation of thoughts in a structured way. Writing and speaking both are productive skills. The differences between speaking and writing can also be seen from the language characteristics. Permanence, production time, distance, orthography, complexity, vocabulary, and formality are some characteristics that differentiate written language from spoken language [7]. Now, we analyze Brown's differentiation (2001) on written and spoken language below:

- **Permanence:** Oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes.
- **Production time:** Writers generally have more time to plan, review, and revise their words before they are finalized, while speakers must plan,

formulate and deliver their utterances within a few moments if they are to maintain a conversation.

- **Style:** Distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between speaker and listener in ordinary face-to-face contact thus necessitates greater explicitness on the part of the writer.
- **Orthography:** It carries limited amount of information compared to the richness of devices available to speakers to enhance a message (e.g. stress, intonation, pitch, volume, pausing, etc.).
- **Complexity:** Writing tends to have characteristics of longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy (e.g. repetition of nouns and verbs).
- **Formality:** Because of the social and cultural uses to which writing tends to be more formal than speaking.
- **Vocabulary:** Written texts tend to contain a wider variety of words, and more lower-frequency words, than oral texts.[8]

As aspects of writing, we know the micro and macro skills of writing, then mechanical components of writing, and finally cohesion and coherence of writing. The first aspect of writing skill is its micro and macro components. Brown (2001) mentions a list of micro and macro skills for written communication, which focuses on both the form of language and the function of language [8; pp. 342-343]. Firstly, the micro skills of writing mentioned by Brown cover several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc., Expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

CONCLUSION

In foreign language learning, it is very important to acquire productive skills as learners can have the opportunity for communication, to develop the other skills through them. Speaking skills can develop a real sense of progress among learners and boost their confidence. Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, essays, reports, stories etc. as an assignment. Many need to fill in detailed questionnaires relating to health, education and employment.

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