

3. Процес формування англомовної граматичної компетенції є цілеспрямованим, вмотивованим та осмисленим процесом пізнання дійсності засобами мовлення, який стимулює в студентів мовленнєво-розумову активність.

Отже, учитель повинен комплексно підходити до формування англомовної граматичної компетентності учнів з урахуванням їхніх вікових особливостей та вимог чинної програми щодо усного продукування для кожного класу. Використання засобів інформаційно-комунікаційних технологій сприяє ефективному розвитку англомовної компетенції старшокласників загальноосвітньої школи в монологічному мовленні.

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#### SPOKEN PRODUCTION AND SPOKEN INTERACTION IN EFL TEACHING

The ultimate goal of EFL teaching and learning in Ukrainian secondary schools is to enable learners to achieve the levels of English proficiency set by the Foreign Language Curricula for different levels of schooling: A1/A2 for the 4<sup>th</sup> grade; A2/A2+/B1 for the 9<sup>th</sup> grade; A2+/B1/B2 for the 11<sup>th</sup> grade.

Effective EFL teaching involves developing four major skills that constitute the real process of communication: reading, writing, listening and speaking. Of those, the ability to speak is often regarded as the most preferable since students' participation in spoken interaction enhances their language performance and proves to be itself "an engine for language learning" [3, p. 4].

However, speaking appears to be one of the most neglected issues in theory and practice of EFL teaching. It is more challenging and difficult for second language learners to master due to its complex nature. According to Shiamaa speaking is considered as a complex cognitive process that involves learners in the mastery of a wide range of sub-competences such as linguistic, discourse, pragmatic and fluency competences [4, pp. 30–31].

In Martin Bygate' opinion, speaking has been neglected in EFL research [1, p. 155]. Most scholars in the field have mainly concentrated on second language performance in terms of accuracy, fluency and complexity as well as oral language as a meaningful context rather than on teaching and learning issues. Moreover, a considerable body of research deals with general issues of second language teaching and learning and the teaching of reading and writing. On top of that, English course books have been found to show little emphasis on the oral skills [Ibid].

Hence, *the topicality of the research* into oral production in the EFL classroom is stipulated by the important role spoken language plays in the development of students' all-round language abilities and the need to foster students' spoken interaction in the EFL classrooms.

This paper is part of wider research which aims at exploring effective tools and techniques for the English teacher to employ in the EFL classroom in order to foster students' oral production on

the basis of classroom observation and surveys. This paper *aims* to outline the difference between spoken production and spoken interaction as two dimensions of speaking as a skill.

Unlike a long-standing tradition in theory and practice of EFL teaching according which establishes four major skills (reading, listening, writing and speaking, the CEFR describes learner's abilities across five language skills making distinction between spoken production and spoken interaction [2]. By dividing speaking in two, the CEFR places particular emphasis on the learner's ability to produce language and on their ability to take part in conversations and discussion.

Spoken production is basically the production of spoken language that is a spoken linguistic utterance that can be one-word or multi-word [6]. In everyday life, this usually involves a narrative, a story, a description of events or people and objects, etc. Hence, producing spoken language involves constructing utterances relating to different spoken text types. The CEFR describes the learner's spoken production abilities in relation to major spoken events: description and argument [2]. More specifically, the skills learners are expected to demonstrate differ across the proficiency levels ranging, for example, from using simple phrases and sentences to describe where a person lives and people they know to presenting 'clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion' [2, p. 6].

Spoken interaction is defined as 'talk-in-interaction, which involves two (dialogic) or many (multiparty) interactants in everyday or institutional contexts' [5, p. 1]. Hence, unlike, spoken production, it involves two interrelated processes – reception and production.

According to the CEFR, an EFL learner is supposed to take part in the following spoken interaction events: conversation, discussion, routine task requiring exchange of information, social exchanges [2, p. 6].

Depending on the level of language proficiency, both spoken production and spoken interaction should demonstrate a range of qualitative aspects such as range, accuracy, fluency, interaction and coherence.

Hence, spoken production and spoken interaction differ in terms of language involved and speaking skills required to be successfully performed. This means that teaching spoken production and spoken interaction should be addressed separately in the EFL classroom with a range of appropriate strategies, techniques and activities.

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