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PEDAGOGICAL CONDITIONS AND A TASK-BASED MODEL FOR DEVELOPING THE SPEECH COMPETENCE OF FUTURE ENGLISH LANGUAGE TEACHERS

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ABSTRACT: The article examines the development of speech competence in future English language teachers. It defines speech competence as an integrated construct comprising linguistic-phonological, discourse-pragmatic, interactional-strategic, sociocultural, and reflective-performative components. A five-stage pedagogical model is proposed, integrating diagnosis, noticing, scaffolded practice, authentic communication, feedback, and reflection. The model aligns learning outcomes, communicative tasks, and formative assessment and provides a conceptual framework for systematically developing prospective teachers' professional speech competence.

Keywords: speech competence, future English language teachers, communicative competence, interaction, formative assessment, pedagogical model.

BO'LAJAK INGLIZ TILI O'QITUVCHILARINING NUTQIY KOMPETENSIYASINI RIVOJLANTIRISHNING PEDAGOGIK SHART-SHAROITLARI VA TOPSHIRIQLARGA ASOSLANGAN MODEL

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ANNOTATSIYA: Maqolada bo'lajak ingliz tili o'qituvchilarining nutqiy kompetensiyasini rivojlantirish masalasi tadqiq etilgan. Nutqiy kompetensiyaning lingvistik-fonologik, diskursiv-pragmatik, interaktsion-strategik, sotsiomadaniy hamda refleksiv-faoliyat komponentlari aniqlashtirilgan. Diagnostika, anglash, bosqichma-bosqich mashq, autentik muloqot, qayta aloqa va refleksiyani birlashtiruvchi pedagogik model taklif etilgan. Model ta'lim natijalari, kommunikativ topshiriqlar va formativ baholashning o'zaro muvofiqligini ta'minlash orqali bo'lajak o'qituvchilarning kasbiy nutqiy kompetensiyasini tizimli rivojlantirishga yo'naltirilgan.

Kalit so'zlar: nutqiy kompetensiya, bo'lajak ingliz tili o'qituvchilari, kommunikativ kompetensiya, interaktsiya, formativ baholash, pedagogik model.

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ И МОДЕЛЬ РАЗВИТИЯ РЕЧЕВОЙ КОМПЕТЕНЦИИ БУДУЩИХ УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА НА ОСНОВЕ ВЫПОЛНЕНИЯ ЗАДАНИЙ

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АННОТАЦИЯ: В статье рассматривается развитие речевой компетенции будущих учителей английского языка. Уточнена структура речевой компетенции, включающая лингво-фонологический, дискурсивно-прагматический, интеракционно-стратегический, социокультурный и рефлексивно-деятельностный компоненты. Предложена педагогическая модель, объединяющая диагностику, осмысление, поэтапную практику, аутентичную коммуникацию, обратную связь и рефлексю. Модель обеспечивает взаимосвязь результатов обучения, коммуникативных заданий и формативного оценивания и направлена на системное развитие профессиональной

речевой компетенции будущих учителей.

Ключевые слова: речевая компетенция, будущие учителя английского языка, коммуникативная компетенция, взаимодействие, формативное оценивание, педагогическая модель

INTRODUCTION: The quality of foreign-language education increasingly depends on whether graduates can use English as a tool for purposeful social and professional action rather than merely reproduce rules. In Uzbekistan, the policy of raising foreign-language learning to a qualitatively new level places particular responsibility on institutions that prepare language teachers. For a future English language teacher, speech is simultaneously a means of communication, a model of language use, an instrument of classroom management and a medium of pedagogical influence. Therefore, speech competence cannot be reduced to error-free sentence production; it includes the ability to select resources, organise meanings, respond to interlocutors and achieve an educationally relevant communicative outcome.²⁷

The theoretical foundations of this view emerged when Hymes challenged a purely grammatical conception of competence and connected language knowledge with socially appropriate use. Canale and Swain subsequently operationalised communicative competence through grammatical, sociolinguistic and strategic dimensions, with discourse competence later receiving explicit status. Bachman's model further linked organisational knowledge with pragmatic knowledge and strategic capacity. Celce-Murcia's pedagogically oriented model expanded the construct by foregrounding discourse, interaction, formulaic language and sociocultural appropriacy. These developments show a stable movement from knowledge of the language system toward the situated mobilisation of multiple resources.²⁸293031

The CEFR Companion Volume reinforces this movement by describing learners as social agents who participate in reception, production, interaction and mediation. In this framework, speaking is not an isolated productive skill. It is coordinated with listening, turn management, collaborative meaning-making, repair, mediation and strategic action. This broader perspective is particularly important in teacher education because prospective teachers must communicate not only as language learners but also as explainers, facilitators, assessors and intercultural mediators.³²

Nevertheless, university speaking courses may remain fragmented. Learners complete pronunciation drills, memorised dialogues and individual presentations, while opportunities for sustained interaction, negotiation of meaning and reflective repetition are limited. Assessment often privileges grammatical accuracy and vocabulary range, although successful professional speech also depends on intelligibility, coherence, audience awareness, responsiveness, politeness, strategic repair and the capacity to reformulate an explanation. As a result, students may possess declarative language knowledge but hesitate, over-monitor, dominate or withdraw in real-time communication. Willingness to communicate is therefore not a peripheral emotional variable; it is one condition through which competence becomes observable performance.³³

²⁷President of the Republic of Uzbekistan. Resolution No. RP-5117 of 19 May 2021, “On measures to elevate the activities aimed at promoting the study of foreign languages in the Republic of Uzbekistan to a qualitatively new level.” LexUZ.

²⁸Celce-Murcia, M. (2007). “Rethinking the role of communicative competence in language teaching.” In E. Alcón Soler and M. P. Safont Jordà (Eds.), *Intercultural Language Use and Language Learning*, pp. 41–57. Springer.

²⁹Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford University Press.

³⁰Canale, M., and Swain, M. (1980). “Theoretical bases of communicative approaches to second language teaching and testing.” *Applied Linguistics*, 1(1), 1–47. <https://doi.org/10.1093/applin/1.1.1>.

³¹Hymes, D. (1972). “On communicative competence.” In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics: Selected Readings*, pp. 269–293. Penguin.

³²Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume*. Council of Europe Publishing.

³³MacIntyre, P. D., Clément, R., Dörnyei, Z., and Noels, K. A. (1998). “Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation.” *The Modern Language Journal*, 82(4), 545–562.

The problem is intensified by the dual identity of future teachers. They must develop their own speaking ability and understand how speech is pedagogically constructed. A student who can deliver a fluent monologue may still be unable to elicit learner contributions, clarify an instruction, manage disagreement or adapt an explanation to a lower proficiency level. Conversely, a grammatically imperfect speaker may achieve interactional success through intelligible pronunciation, strategic paraphrase and sensitive turn-taking. A pedagogical model must therefore integrate language resources, communicative action and reflective professional awareness.

Existing frameworks describe important components of communicative ability, but they do not automatically provide an instructional sequence for a teacher-education course. A further problem concerns alignment: learning outcomes may refer to communication, classroom activities may emphasise reproduction, and examinations may reward formal correctness. The present study addresses this gap by translating the multidimensional construct of speech competence into observable components, pedagogical conditions, staged tasks and assessment criteria. The term speech competence is used here to mean a learner's integrated capacity and readiness to mobilise linguistic, discourse, pragmatic, interactional, sociocultural and reflective resources in order to accomplish spoken communicative and pedagogical purposes in context.

AIM OF THE STUDY

The aim of the study is to substantiate a pedagogical model for developing the speech competence of future English language teachers through communicative tasks. It addresses three questions: (1) which components make speech competence pedagogically observable; (2) which instructional conditions support the transition from language knowledge to effective spoken performance; and (3) how can instruction and assessment be aligned within a repeatable university-level cycle? The working proposition is that speech competence develops more systematically when learners repeatedly perform meaningful tasks, receive criterion-referenced feedback and transfer the same communicative resources into professional teaching situations.

MATERIALS AND METHODS

The study follows a conceptual-pedagogical rather than experimental design. Its material consists of twenty-six sources published between 1972 and 2024, including foundational models of communicative competence, research on second-language speaking, interaction and task-based pedagogy, works on speaking assessment and feedback, the CEFR Companion Volume, and a national policy document relevant to foreign-language education. Sources were selected purposively according to four criteria: direct relevance to spoken communicative ability; pedagogical applicability to higher or teacher education; contribution to task design, interaction or assessment; and sufficient conceptual influence or contemporary relevance.

Five complementary methods were applied. First, qualitative content analysis was used to code recurring dimensions of speaking ability. Second, comparative conceptual analysis identified convergence and difference among competence models. Third, pedagogical modelling converted conceptual categories into stages, teacher actions, learner actions and assessable evidence. Fourth, criterion-based synthesis was used to formulate a proposed analytic rubric. Fifth, an alignment check compared the stated competence components with tasks and assessment indicators to reduce construct under-representation.

The unit of analysis was a theoretically or pedagogically meaningful statement about what a competent speaker knows, does or monitors. Initial codes included linguistic resources, phonological intelligibility, discourse organisation, pragmatic appropriacy, interactional management, communication strategy, sociocultural awareness, fluency, affective readiness and self-regulation. During synthesis, overlapping codes were consolidated into five

components. The proposed model was then checked for internal coherence by asking whether each component appears in at least one instructional phase and one assessment criterion.

Because no participant data were collected, the results should be interpreted as a theoretically grounded design framework rather than evidence of causal effectiveness. This limitation is deliberate: inventing achievement data would weaken scientific integrity. The model is intended to generate testable hypotheses and an intervention structure for future quasi-experimental or mixed-methods studies.

Table 1. Analytical categories used in the conceptual synthesis

Category	Analytical question	Indicative evidence
Competence structure	What resources and actions constitute effective spoken performance?	Models, descriptors and speaking research
Pedagogical process	What conditions convert knowledge into usable performance?	Task, interaction, scaffolding and repetition research
Assessment	What evidence represents the intended construct?	Analytic criteria, performance samples and feedback principles
Professional transfer	How does learner speech become teacher speech?	Microteaching, explanation, mediation and classroom-management tasks

DISCUSSION AND RESULTS

1. Speech competence as an integrated pedagogical construct

The synthesis shows that speech competence is best understood as an integrated ability for use, not as a list of independent micro-skills. Its components are analytically distinguishable but function simultaneously during actual communication. A speaker who has broad vocabulary but cannot organise a turn, interpret the interlocutor's intention or repair misunderstanding does not demonstrate complete speech competence. Equally, interactional confidence without sufficient linguistic resources may sustain participation but limit precision. The pedagogical task is therefore to coordinate components rather than teach them in isolation.

The first component is linguistic-phonological competence. It includes grammatical control, lexical range, formulaic sequences and pronunciation that is intelligible to the intended audience. The relevant goal is not the elimination of every accent feature. For future teachers, priority should be given to features that affect intelligibility, accurate high-frequency structures, and flexible phraseology for explaining, exemplifying, checking and redirecting. Fluency is treated as efficient temporal management rather than mere speed; it includes appropriate pausing, chunking and continuity.³⁴

The second component is discourse-pragmatic competence. It enables speakers to connect propositions, signal relationships, structure genres and realise speech acts appropriately. In teacher education, this includes organising an explanation from known to new information, framing examples, summarising, giving instructions, softening disagreement and closing an interaction. Discourse competence gives global shape to language resources, while pragmatic competence connects that shape with purpose, audience and context.

³⁴Tavakoli, P., and Wright, C. (2020). *Second Language Speech Fluency: From Research to Practice*. Cambridge University Press.

The third component is interactional-strategic competence. It includes turn-taking, active listening, clarification, confirmation, repair, negotiation of meaning, paraphrase and compensatory strategies. Interaction research treats negotiated communication and pushed output as important learning opportunities. Swain's output perspective is relevant because producing language can make learners notice gaps, test linguistic hypotheses and reflect on form. For prospective teachers, strategic competence must also include eliciting responses, redistributing turns and protecting less confident speakers from exclusion.³⁵³⁶

The fourth component is sociocultural competence. Spoken choices index distance, solidarity, authority, politeness and identity. Future teachers need to interpret these meanings and avoid presenting one culturally specific norm as universally correct. Sociocultural competence therefore includes register choice, politeness strategies, intercultural curiosity and the capacity to explain how meanings change across communities. It is directly connected with professional ethics because classroom speech can include, encourage or silence learners.

The fifth component is reflective-performative competence. This component is proposed as the teacher-education extension of general communicative models. It includes planning, self-monitoring, feedback use, audience adaptation, willingness to communicate and the transfer of speaking resources into pedagogical action. Reflection is not a post-lesson formality. It is a mechanism that turns repeated performance into deliberate development. A future teacher should be able to identify why an explanation failed, select a new strategy and perform the task again under changed conditions.

Table 2. Components and observable indicators of speech competence

Component	Core content	Observable classroom evidence
Linguistic-phonological	Grammar, vocabulary, formulaic language, intelligibility and temporal fluency	Produces comprehensible, sufficiently accurate and appropriately paced speech
Discourse-pragmatic	Coherence, cohesion, genre organisation, speech acts and audience orientation	Structures explanations and selects forms that fit purpose and context
Interactional-strategic	Turn management, listening, clarification, repair, paraphrase and mediation	Sustains exchange, solves communication problems and supports participation
Sociocultural	Register, politeness, intercultural interpretation and ethical language use	Adapts language to relationships and explains culture-linked meanings
Reflective-performative	Planning, self-monitoring, feedback literacy, confidence and professional transfer	Evaluates performance, revises strategies and improves a repeated task

2. Pedagogical conditions for development

Four interrelated conditions follow from the proposed construct. The first is the presence of meaningful tasks with a visible outcome. A discussion becomes a pedagogical task when learners must reach a decision, produce an explanation, solve a problem, mediate information or create a product for an audience. The outcome directs attention toward

³⁵Swain, M. (2005). “The output hypothesis: Theory and research.” In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*, pp. 471–483. Lawrence Erlbaum Associates.

³⁶Loewen, S., and Sato, M. (2018). “Interaction and instructed second language acquisition.” *Language Teaching*, 51(3), 285–329.

meaning while still allowing planned focus on form. Task-based pedagogy is useful not because all explicit teaching should disappear, but because language resources become functional within purposeful action.³⁷

The second condition is progressive scaffolding combined with task repetition. Learners need preparation that does not pre-script every sentence: model analysis, planning time, language banks, conceptual maps and rehearsal with changing partners. After initial performance, targeted feedback should be followed by repetition under a modified condition. Repetition reduces processing pressure and creates space for greater accuracy, complexity or interactional responsiveness. The second performance should not be an identical recitation; the audience, role, information or constraint should change enough to require renewed meaning-making.

The third condition is dialogic formative assessment. Feedback is most useful when it clarifies the intended goal, identifies the current gap and suggests a manageable next action. In speaking courses, teacher comments alone are insufficient because students need frequent feedback at a scale one instructor cannot provide. A feedback ecosystem should combine self-assessment, peer observation, teacher guidance and audio or video evidence. Peer feedback requires explicit training, shared criteria and sentence frames; otherwise it may become vague praise or unhelpful correction.³⁸

The fourth condition is a psychologically safe, equitable and multimodal environment. Students cannot develop speech competence if a small group monopolises turns or if every mistake is publicly interrupted. Pair and small-group formats, rotating roles, wait time, rehearsal before public performance and respectful repair norms increase participation. Digital recording can extend practice and support reflection, but technology should serve the communicative task rather than convert speaking into isolated screen-based drilling. Research on technology-mediated task-based learning similarly stresses the quality and authenticity of task outcomes, not merely the presence of a digital tool.³⁹

3. The proposed five-stage instructional cycle

The central result of the study is a five-stage cycle that can be applied to a single lesson, a weekly module or a longer unit. The stages are recursive: diagnostic evidence informs goals; performance creates new diagnostic evidence; and reflection leads to transfer. The teacher's role gradually changes from designer and scaffold provider to observer, feedback mediator and coach.

Table 3. Five-stage pedagogical cycle

Stage	Purpose	Typical learner action	Teacher support	Evidence
1. Diagnosis and goals	Establish baseline and a specific target	Performs a short authentic task; self-rates	Selects one or two priority criteria	Recording, rubric notes, learner goal
2. Input and noticing	Build usable language and discourse awareness	Analyses a model; notices form-function links	Provides models, prompts and contrasts	Noticing sheet, language bank

³⁷Ellis, R., Skehan, P., Li, S., Shintani, N., and Lambert, C. (2020). *Task-Based Language Teaching: Theory and Practice*. Cambridge University Press.

³⁸Hattie, J., and Timperley, H. (2007). “The power of feedback.” *Review of Educational Research*, 77(1), 81–112.

³⁹Kim, Y., and Namkung, Y. (2024). “Methodological characteristics in technology-mediated task-based language teaching research: Current practices and future directions.” *Annual Review of Applied Linguistics*, 44, 56–78.

Stage	Purpose	Typical learner action	Teacher support	Evidence
3. Scaffolded rehearsal	Reduce processing load without scripting	Plans, rehearses and practises strategies	Offers planning tools and brief focus on form	Plan, rehearsal observation
4. Communicative performance	Use resources to achieve an outcome	Solves, explains, mediates or teaches	Observes, records evidence, intervenes minimally	Product, interaction sample, recording
5. Feedback, reflection and transfer	Convert performance into development	Assesses, repeats and adapts the task	Facilitates feedback and sets transfer challenge	Revised performance and reflection note

A representative teacher-education task can illustrate the cycle. Students first give a two-minute explanation of a grammar point to an imagined B1 class. They compare their recordings with a model and notice signposting, example sequencing, checking questions, pausing and reformulation. In rehearsal, they prepare a concept map and a small bank of formulaic expressions rather than a full script. During performance, a peer plays a learner who asks an unexpected question. Feedback focuses on two selected criteria. The student repeats the explanation for a lower-level audience and writes a short reflection explaining which strategy was changed. This sequence integrates speaking development with pedagogical transfer.

Other suitable tasks include mediating a short academic text for a non-specialist audience, conducting a parent-teacher consultation, managing disagreement in a group project, giving classroom instructions with comprehension checks, leading a problem-solving discussion, narrating an incident from two perspectives, and responding to a learner's partially correct answer. Each task should contain an information, reasoning or opinion gap and produce an assessable outcome. Purely decorative role-play, in which all lines are predetermined, offers little evidence of interactional competence.

The cycle permits differentiated support. Learners with lower proficiency may receive visual organisers, phrase banks and longer planning time; advanced learners may face stricter time limits, unfamiliar interlocutor roles or a requirement to mediate conflicting viewpoints. Differentiation should change support and task demand without changing the central communicative outcome.

4. Assessment alignment and the proposed rubric

Speaking assessment should sample the intended construct across more than one task. A single memorised presentation cannot represent interactional repair, mediation or spontaneous adaptation. The proposed system therefore combines a prepared individual performance, a paired or group interaction and a professional microteaching task. Analytic scoring is complemented by a brief global judgement of communicative effectiveness. Speaking-assessment research cautions that task characteristics and rating criteria strongly shape the performance that becomes visible.⁴⁰

Six criteria are proposed: intelligibility, linguistic control, fluency, discourse organisation, interactional-pragmatic effectiveness and reflective transfer. The final criterion is assessed through evidence from task repetition and the learner's explanation of changes. This prevents reflection from being treated as an unobservable attitude. The rubric is intended

⁴⁰Luoma, S. (2004). *Assessing Speaking*. Cambridge University Press; Skehan, P. (2024). “Linking second language speaking task performance and language testing.” *Language Teaching*, 57(4), 501–516.

for formative use and local adaptation, not as a validated universal scale. Descriptors should be calibrated to programme outcomes and, where appropriate, mapped to relevant CEFR can-do descriptors.

Table 4. Proposed analytic rubric for formative monitoring

Criterion	Observable focus	Weight
Intelligibility	Speech is understandable; stress, rhythm, pausing and key sounds support meaning.	15%
Linguistic control	Grammar, vocabulary and formulaic expressions are sufficient and appropriately accurate.	15%
Fluency	Speech proceeds with manageable hesitation, effective chunking and continuity.	15%
Discourse organisation	Ideas are coherent, signposted, developed and suited to the spoken genre.	15%
Interactional-pragmatic effectiveness	The speaker responds, clarifies, repairs, manages turns and adapts to audience and purpose.	25%
Reflective transfer	Feedback is used to improve a repeated task and explain the strategic change.	15%

5. Pedagogical significance and implementation limits

The model's main contribution is constructive alignment. Each component is represented in tasks and assessment evidence. Linguistic-phonological competence is developed through noticing, rehearsal and performance; discourse-pragmatic competence through genre-based outcomes; interactional-strategic competence through information gaps and unpredictable responses; sociocultural competence through audience and role variation; and reflective-performative competence through feedback-led repetition. This alignment reduces the risk that broad communicative outcomes are assessed through narrow grammar-focused tests.

For curriculum implementation, a speech-development strand should run across methodology, practical language and teaching-practice courses rather than remain confined to one speaking module. A digital portfolio can collect baseline recordings, revised performances, peer feedback and self-reflections. However, portfolio quantity must not replace evidence quality. Programmes should select a manageable set of recurrent professional tasks and monitor development over time.

Several limits should be acknowledged. The five-component structure is a pedagogical synthesis, not a claim that all competence models are identical. The relative importance of components will vary by task and context, and rubric weights are provisional. Moreover, task-based instruction can become cognitively demanding or culturally uncomfortable when learners lack preparation. Teachers therefore need to balance challenge with scaffolding and protect communicative purpose from excessive real-time correction. Future research should examine the model through a semester-long intervention, compare

repeated performance samples, include learner and teacher perceptions, and evaluate inter-rater reliability of the proposed rubric.

CONCLUSION

The study conceptualises the speech competence of future English language teachers as an integrated capacity to mobilise linguistic-phonological, discourse-pragmatic, interactional-strategic, sociocultural and reflective-performative resources in context. This interpretation moves beyond the common reduction of speaking to fluency plus accuracy and recognises the professional functions of teacher speech: explaining, eliciting, mediating, managing interaction and supporting learner participation.

The proposed pedagogical model consists of five connected stages: diagnosis and goal setting; input and noticing; scaffolded rehearsal; authentic communicative performance; and feedback, reflection and transfer. Its effectiveness is expected to depend on four conditions: meaningful task outcomes, progressive scaffolding and task repetition, dialogic formative assessment, and a safe multimodal environment. The six-criterion rubric translates the construct into observable evidence while preserving communicative effectiveness.

For university practice, the article recommends replacing isolated speaking exercises with recurrent professional task families, collecting multiple performance samples, training students to use shared feedback criteria and requiring improvement through task repetition. For research, the next step is empirical validation with transparent baseline measures, delayed post-testing, qualitative process data and reliability analysis. The model should therefore be viewed not as a completed universal technology but as a theoretically grounded and practically testable framework for teacher education.

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