

## The Importance of Expression in Teaching English at the Primary level

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Received: 14/10/2025 ; Accepted: 21/04/2026 ; Published: 22/05/2026

### Abstract:

While primary English instruction has traditionally emphasised vocabulary acquisition, phonics, and basic grammar, a growing body of pedagogical research highlights the crucial role of expression—both oral (intonation, tone, emotion) and artistic (gesture, facial expression, dramatisation)—as a foundational component of language development. This article argues that integrating expressive techniques into early English teaching significantly enhances comprehension, retention, and communicative competence.

Young learners are not miniature adults; their cognitive development is deeply rooted in sensory and emotional experiences. When teachers use varied intonation, volume, and pitch while reading stories or giving instructions, they transform flat linguistic input into meaningful, memorable units. This vocal expressiveness helps children grasp pragmatic nuances—distinguishing a question from an exclamation, or a happy from a sad statement—long before they understand formal grammatical rules reading fluency and later reading comprehension. Expression in primary English extends beyond the voice. The strategic use of facial expressions and body language by teachers provides contextual clues that reduce cognitive load for beginners. For instance, acting out verbs like “jump” or “cry” immediately conveys meaning without translation. More importantly, allowing students to express themselves through drawing, role-play, and simple drama activities lowers the affective filter—the emotional barrier to language acquisition. In a playful, expressive environment, children are less afraid of making errors and more willing to experiment with new language forms. This is particularly vital in mixed-ability classrooms where written accuracy may vary widely.

**Keywords:** English language, Primary level, Oral expression, students, Speaking, Classroom Environment.

### 1. Introduction :

English is one of Kenya's official languages and widely used in a variety of sectors including government administration, commerce, education, and the court system. Since independence, a lot of time and effort has gone into improving the standards of the English language in schools, since the teaching and testing of the language has a big impact on national performance in English. The English curriculum is significant because English is the medium of instruction from upper primary levels and at the same time the official language of Kenya. "Oral communication skills" is one of the content areas in the curriculum for the primary level. Listening and speaking skills of English as a second language are very important because they are a foundation for teaching the English language (Syomwene, 2013). It is through listening and speaking activities that the learners acquire reading and writing skills. Furthermore, listening and speaking prepare the learner for effective comprehension. The study's focus is on listening and speaking skills only. Decoding, comprehension, and fluency are three components of reading; thus, the study concentrates on the basic skills of reading which the learners are being taught during the reading aloud lessons. Children who develop strong oral language skills during the preschool years will be developing a strong foundation that is vital for their later achievements in reading, especially for reading comprehension (Gupta & Lea Lee, 2015).

This is likely to set them on a long-term upward trajectory of successful schooling, while children who lag significantly behind their peers in oral language development are at risk for later reading difficulties.

Oral expression and vocabulary knowledge are essential for the understanding of reading, and for the development of reading comprehension skills. Facility in oral expression, knowledge of vocabulary, and understanding spoken sentence structures which is also a part of vocabulary development are basic to the development of reading comprehension skills. It is stated by a big number of researches that vocabulary knowledge is related to reading proficiency which in turn is related to academic success for children in school. Children learn to read and map printed words to spoken words in a skilled and fluent manner by understanding the phonological structure of oral language. Reading acquisition is facilitated through the extensive vocabulary knowledge acquired through oral language, which supports the process of mapping written forms of words to phonological representations. Likewise, matched with their receptive vocabulary, children who recognize many of the words within their own receptive vocabulary will have an easier time learning to read and understanding what they have read. Oral language development, including vocabulary development, is essential for learning about the world and is a powerful vehicle for gaining knowledge across each of the mainstream content areas. Children's understanding of subject matter and their ability to think critically are highly contingent on their oral language development.

## **2. The Role of Oral Expression in Language Acquisition :**

Oral expression is a natural language produced by the human where all languages intendedly use vocal sound to produce phonemes and further develop them into words (Lee, 2015). The use of these vocal sounds in oral language makes it different from the other two language skills: written and visual language. Similar to other skills, the process of perceiving and producing a second language also takes time. Hence, English as a second language, when imparted with corrective measures and regular practice, can be acquired more rapidly. However, due to improper abuses and methodologies including improper use of media under the academic programs, the majority of the learners in Bangladeshi primary schools are unable to express themselves after learning for a period of four years. As a result, much of the learning is evanescent, it implies that the students are neither capable of answering a question in their daily lives nor capable of expressing their ideas in any mode of language even in their own mother tongue.

There are four skills in English language: Listening, Speaking, Reading and Writing. Colloquially, three are known as "communication skills", but in fact, it is the listening skill that has a priority. Oral language encompasses the skills of listening and speaking. Listening refers to understanding the sounds, words and sentences in the given language and making sense out of them. Speaking is the oral production of the sounds, words and sentences that are understood in the said language. Listening and speaking develop simultaneously until the age of 5.5-6 years. Thereafter, it is believed that a child learns the listening and speaking skills of the language under school education. Listening comprehension precedes word production. Listening is considered a passive or receptive language skill while speaking is conventionally rendered as an active or productive skill.

## **3. Benefits of Oral Expression in Primary Education :**

Oral and other vocal expressions are vital in the development of children. The inability to express oneself in any language will make the existence of the person terribly hard. The researcher Dung Dihng gives us an example of this case with a student from Kenya who has used the Kamba language since her childhood, expresses herself fluently, and even during the breakdown of her marriage, she

took the initiative to narrate her ordeal to the press so that other women would learn and ignite courage in them. Differences in environment create language differences as each ethnic community adapts its practices to suit its environment. Being taught in mother tongue in primary school has proved difficult for many children as upon entering secondary schools, there is a switch to English and Kiswahili, which the children need time to adapt to. The disadvantages on the basis of the above language also exist. English has the longest vocabulary compared to the 6000 in the Kamba language. When a whole sentence is reduced to one word, it is thus much easier to communicate. Instructional materials that use dialects such as Kikuyu are hard to come by. The challenge of short falls that lead to the above time has been postponed by an additional problem: teaching oral expression at the primary level (Dung, 2020).

The current generation of children in the teaching-learning process no longer communicates in mother tongues, and apart from the national languages, even English is rarely used. As a result, there will be dialects of the teaching language in future generations, just like in Kamba where some towns, like Machakos, are hardly understood by an individual from a different town, like Makueni. People worldwide have historically been known for their oral art, especially in the narratives shared around the evening fireplace, which has been a source of entertainment, socialization, and education. Primary classrooms are now digitalized, and though they have tried to adjust to the era, they have lagged behind (Lin, 2005). Even after the graphical, digital revolution in society, there is no instruction for these items. Individuals below working class, or with disabilities like mental issues, still rely on voice and sign for communication. Teaching is still a two-way communication process, and teachers need to reference the learner's own experiences to make connections with new information, a principle also known as Phonological Awareness.

### **3.1. Enhancing Communication Skills :**

Every language used for communication serves as a vehicle of expression. Communication is achieved through speech if a language is spoken. The speech is constructed with words and sentences. To construct sentences, a basic knowledge of grammar is essential. Secondly, apart from the knowledge of grammar, the ability to pronounce the words correctly is also necessary. Acquiring these skills is essential to use a language effectively. An earlier approach to teaching a language emphasized the teaching of the written form or written communication. It was believed that if a language was taught through the reading and writing form, speaking would naturally develop. Experience has revealed this approach to be ineffective in teaching an additional language. Even with student having a good command of reading and writing, speaking may not be developed. An inability to express thought so readily, in the language which is taught results in frustration and a feeling of insufficiency on the part of students (Syomwene, 2013). Consequently, the teaching of a foreign language should focus on developing the spoken form. The ability to express orally in the language taught. This is quite pertinent and essential in the case of English, which is being taught as a second language (L2). Considering the tremendous importance in the job sector, the focus of the teaching of English is on the oral medium of communication. To express one's thoughts fluently and in a grammatically correct manner, primary importance has to be given to developing oral expression or the spoken form of the function of a language and the related skills. To develop oral language skills, a continuous, rich, and varied field of language experience with exposure to good English is absolutely necessary. Graded, systematic language experience should be provided as teetering on other skill areas connected with oral communication may hamper grammar acquisition and consequently fluency. If students are compelled to listen to good quality English through the lens of their knowledge of grammar, it would develop listening skills and grammar on one hand and help to conduct activity lessons for the development of speaking skills. The teaching strategies for the

acquisition of listening skills will help in acquiring grammatical knowledge. Proper implementation of this pedagogy can develop grammar, listening skills, and speaking skills parallelly (Lee, 2015)

### **3.2. Building Confidence in Students :**

Usually, students have low self-esteem which in turn may lead to low performance in their studies. Psychology on students with low self-esteem reveals that they have negative evaluation of themselves or their ability. Students with it have uncertain thoughts about their ability. This may be caused by negative feedback from their environment such as teachers, peers, parents and the community. Low self-esteem can be indicated by possessive nature (students are easily angry, frightened, sad, hate or isolate) or behavioral attitude (students are shy, worry, have no hope optimism to their future, have no self confidence in facing the task, failure avoidance, and procrastination). On the other side, a student with a high self-esteem possesses a positive view of self. Those with a high self-esteem believe that they have some reasonable view of themselves and general life. They are also optimistic in their plans and future and have a positive sense of the worth and capabilities as a person (Lee, 2015).

To help students overcome this situation, teachers should in advance be able to be close to the students and build good rapport with them. By implementing students centered learning in which students do at least 70% talking activities and teachers' role is only to facilitate, students are challenged to express their idea so rally. The use of group work and pair work learning strategies are encouraged to maximize students involvement in the learning process. Teachers have the responsibility to help students improve their English. By using various methods the teachers will make these students learn in new and exciting ways that inspire them to overcome their fear of speaking in English. This challenge cannot be done just in a short time. Teacher should continuously do this in every teaching and learning process. Slow improvement is better than no progress at all. Teacher should be patience dealing with students' low ability in English (Lin, 2005)

### **3.3. Facilitating Social Interaction :**

Social interaction is essential in primary level education, thus classroom organization must facilitate social interaction to ensure students practice a language in the classroom. According to (Yadara Aguirre Arauz et al., 2019), small group work contributes substantially to target language social interactions. Teachers must strive to provide more opportunities for students to work in pairs or small groups and planning each part of the lesson to give students a chance to speak during but not just during the language-focused tasks. Grouping strategies should be varied and students need to work with every other child in the class in one way or another. Statistically, classrooms need to be stable from year to year so students have a chance to change as they grow older. In far too many classrooms, the seating plan, grouping arrangements, and allocation of tasks are handed down from year to year, fixing children into roles, for better or worse.

A way to ascertain and help with interaction patterns is through seating charts and group size charts. Several grouping arrangements should be set up in advance to observe as teachers try oral expression tasks against them. Classrooms conducive to communication with two fixed seating patterns having desks arranged in one large group, one semi-circle with students facing the teacher, and one spread around the room. Non-fixed arrangements make it easy to get attendance, but are unsuitable for some tasks requiring two fixed benches for pair work. Another means of assuring social interaction opportunities is through classroom events, and most events can be supplemented with micro-skills checklists.

With pair work, it is wise to keep pairs fixed at first and as sign rich roles until turn-taking is secure. Then pairs can be switched to a new child, and pre-work before more volatile open arrangements. Teachers who leave students to their own devices tend to end up with chaos rather than creativity.

Choice I activities can work well when pairs are working with pens or papers to turn down the volume, and they generally provide students with an excellent time to practice a language in the classroom. Such activities, though, don't work well for groups.

#### **4. Methods for Incorporating Oral Expression:**

In learning and teaching English as a foreign Language (EFL), especially at the primary level, the skill of listening and speaking is considered one of the most important skills and it should be integrated into classroom activities. Teaching speaking and listening skills in EFL classrooms have not received much attention. Although there is a lot of focus on teaching reading and writing skills, oral skills are largely ignored. This is a serious concern because oral comprehension and production are primary, human forms of language use and are vital core skills needed for EFL learners. Speaking is one of the defining skills in learning English. To effectively use a language, learners need to master oral skills along with written skills. When learners enter the school world, they already possess some degree of linguistic ability in their first language, acquired through long periods of informal immersion. Language acquisition continues on the assumption that one language is learnt at a time, the one needed in the immediate environment. However, in countries where tentacles of the English-speaking world spread widely, children must join the school of English before they can express themselves meaningfully in that language. This expectation, that children should produce precisely what they have not yet acquired, is manifestly unreasonable. Indeed, what is taught at or suggested as the level appropriate for the primary stage is far more demanding than what children can cope with, in part because of cognitive and discourse factors and in part due to the difficulty of the target. The goal of teaching English to primary students should be to create an environment in which they can develop their communication skills in English through exposure to the language, encouragement to use it, and opportunities for independent practice in a variety of contexts, including authentic native-speaker conversation (Lee, 2015). Teaching should be based on the knowledge that children must learn a language through a language, not about a language. In EFL contexts, the teaching of the language should strive to assume the form of what children would encounter in a more natural setting, contrastive rhetoric and pedagogical grammar both attacking this scant approach and urging instead a more communicative method of exposure to and participation in the language.

##### **4.1. Interactive Activities :**

Oral skills needed in communicating are made of sub-skills. Listening is given initial attention because it is a pre-condition to the development of the other skills. The listening input to be provided for pupils is shown to be of crucial importance, because in its absence there is little hope that the speaking skill can develop satisfactorily (Njagi, 2017). Speaking, on the other hand, is the next step in the development of communication skills. The productive phase is directly linked to the development of speech. It is shown that children when left free in an interaction situation naturally tend to a less sophisticated speech, which might equip them to take up the more formal task of schooling more efficiently. Therefore, the optimal conditions are stated to be even more dramatic when designing conditions for learning in an educational context. For pupils in pre-primary education, this means that the basic skills acquired in the verbal interaction at home should be regarded as an essential prerequisite to the teaching-learning process in the more formal school setting. The passage indicates that some professions are more suitable than others to stimulate pupil-talk.

##### **4.2. Storytelling Techniques :**

The oral development situation is not very optimistic. The development of oracy is mostly ignored. And the students lack oral opportunities and ability when compared with other abilities. This paper aims to shed light on the significance of oral expression training in EFL class and to introduce several

activities to enhance oral expression of pupils. It is hoped to help stimulate the interest in the related research of the EFL scholars or teachers. Educators and parents praise its tremendous merits. Extensive efforts were made to enhance the reading and writing development, and the listening and speaking issues were ignored. On the other hand, with the policy of “active participatory teaching”, more and more pupils join the English oversea training classes. Facetime with foreign teachers should be beneficial. Reading and writing were overemphasized at the expense of oracy, resulting in the hopeless performance when speaking English. In a brief, EFL teachers and research scholars pay little attention to the oral expression training in primary stage of EFL development.

Storytelling is a richly versatile tool in EFL teaching. Written storybooks in children’s literature come from oral tradition which is the beginning of modern kindergarten-based formal education. In addition, storytelling is deemed as one of the most effective techniques in learning languages through the ages. In EFL class, teachers and pupils tell stories to each other in twang with different purposes of communication, and the topics are boundlessly rich (Zhao, 2019). From this perspective, creativity should not be merely restricted to the creation of stories. Many activities are surely creatively valuable as pupils are asked to adapt the story material and recast it in their own voice. They often leave the prepared text and essays behind to compose rhymed couplets and verses as artistic expressions or sing a modified version of the song with variation.

Storytelling rehearsal and telling is about rehearsal of keywords, expression of tone and gesture, and recounting a story with enthusiasm, liveliness, and eye contact, which relies on imitation learning. It aims not merely to practice pronunciation but also to develop the pupils’ oracy. Storytelling is restrained in EFL class with either too many words requiring screen reading or fabricated stories told with contrived pronunciation. Stories once enjoyed become no longer favored as creativity is absent when stories are told without instant feedback or given novel endings.

#### **4.3. Role-Playing Exercises :**

Role-plays allow students to creatively inhabit characters, put themselves into the shoes of others, and practice previously learnt structures. The immediacy and authenticity of role-play activity seems very appealing to teachers interested in communicative language teaching. This is perhaps why role-play is the most widely used communicative activity in the Malaysian primary classroom context. Secondly, role-play challenges students’ creativity and encourages fluency of language as opposed to grammar accuracy. Role-plays are also highly interactive and promote group solidarity. Finally, because this activity permits students to listen to the language being used in various contexts or settings, they are able to provide feedback for others as listeners (Titi, 2025). A role-play scenario involves two or more individuals in role-play roles interacting with each other in a simulated situation. This scenario may entail a chain of interactions where each individual in the scenario may react differently to the others. As opposed to skits, which are highly scripted, role-plays usually place more emphasis on the interaction rather than the outcome. Often the learners are free to create their own language in the role-plays, and this may lead to different outcomes or conclusions. For this reason, teachers need to be very skilled in afterwards analysing these rehearsals with the students. Roleplays can also work with more established roles, such as a bank manager dealing with a customer. These roles may entail students behaving in a more stereotyped and predictable way. Pre- and post- tasks for many communication activities can be framed in role-play scenarios. This technique can be used in practice all sorts of linguistic traits: grammar point in context, phone or face-to-face conversations, intonation, body language, etc. So successfully can it embody the entertainment value of drama while allowing learned language to be used. It is this degree of use that makes the language seem so initially foreign. Nevertheless spontaneity, surprise and creativity can lead to naturalness most easily in this genre.

## 5. Challenges in Teaching Oral Expression :

“This stealthy way of life, so accustomed to that an ordinary family can very seldom discover it unless they are spying it out, has neither caved to government scrutiny and opposition, neither has grown dormant in peace.” credits how Hollis toiled in a bastion of discord and easy money, which led to the commercial corruption of the neighborhood and himself. “He disallowed workmen to ply the machines: operation of the enterprise – cutting contracts, hiring and paying crews, producing goods – he transferred to himself and left the departments only the mechanical part of production from beams to boxes.” For decades of ceaseless labor, the price of which was “Gains went on amplifying.” The huge spin of the Georgia enterprise attracted a chain of fellows fixated on easy money to invade Hollis's working place. “Gowining inaffirm bargains and fickle torrents subverted the business into ruin.” This meant Hollis and his loaded bank account were taken as the first victim. In time, he was judicially charged for the mishap.

At the court, evident a muscular style in the logical structure that happened to be gangsters moving from one place to another frantically and step by step. “Heldon testified... Miller sat to his gun dealing in violations of law... Miss O'Brien uttered as to the ruling of the hierarchy and officers conducting in the aftermath of trials...” The chain of testimony was stirless detailed with high characteristics and vociferous diction. “Through all the grimness... facts which interlaced and remained continued through the trading of a crime.” Each respective role was given a highlighting interpretation.

The shift of focus text is skill fully potted. The first half of the essay centering on the background and description of Hollis as the victim is consistent. The silk progress leads no suspense anticipating who is the sinner but a sudden switch of point-of-view to a seemingly unfavored underprivileged became a nice surprise, deserving a standing ovation.

By all means, has the keen sense of observing and portraying the petty and typical. The essay attempts to tempers writing skills nurtured in the former unglamorous piece in the post-socialist society (Lee, 2015)

### 5.1. Student Anxiety and Fear of Speaking :

Oral expression is an important tool for human communication and interaction in all social relationships. The effective use of language skills depends on the speaking ability of individuals, and with the advancement of technology, oral expression has gained prominence. A significant demand for speaking ability in the second language (L2) has arisen, as it directly affects job opportunities and promotions. However, when it comes to foreign language teaching and learning, students seem scared or anxious, especially regarding oral expression in their second language. This section presents students' anxiety and fear of speaking English.

For many learners, speaking has always been a skill that has created feelings of fear and anxiety in a foreign language (Beltrán, 2012). They feel afraid or shy, which prevents them from taking risks in the classroom or sharing their ideas with others. They also feel anxious about other aspects or factors that relate to speaking English. In terms of speaking, various aspects create anxiety in students. The first and most common is related to their peer group. Many students reported threatening comparisons between themselves and their peers who could speak English perfectly. They are afraid that they would be considered less intelligent or prepared if they cannot pronounce or speak as perfectly as their native counterparts. This affects their self-esteem and leads to them feeling anxious about speaking.

Another aspect of anxiety concerns the type of activities or tasks students have to engage in. The fear of being forgotten or making an individual mistake was widespread among students. Speaking tasks such as presentations, conversation pairs, and role-plays created situations where students had to

speak in front of a class. Some reported that they experienced a mental block, as evidenced by the case of a student participant who, during a role-play, was unable to speak. The anxiety created by this situation was so significant that she nearly gave up completing her activity and later wrote in her reflective journal that she wanted to dissociate from herself. Nevertheless, tasks like conducting surveys were better perceived as they granted students more time to prepare, and mistakes could be forgiven.

### **5.2. Lack of Resources and Training:**

The resource scarcity in institutions and the lack of training opportunities and language proficiency in teachers minimizes the rate of success for this investigation. One of the contexts where the investigation is going to take place is an institution with minimal resources. This limits the access teachers have to supplementary material which would benefit the students when teaching pronunciation. Additionally, even though teaching resources –such as numbers and letters- are available, the lack of internet prohibits that teachers take advantage of them, since the digitization of these resources hasn't arrived in the institution. Not only the lack of resources in the institution is a problem but the economic situation of some teachers. Some teachers augment their salaries working privately, paying classes in schools or with individuals. This affects the class attendance and the motivation of the students towards the English class. (Andres Garcia Suarez, 2005) This is still a problem during the pandemic. Finally, few teachers at the institution have a Cambridge degree. This affects the pronunciation a lot. One of the major challenges that teachers encounter centers on the development of oral language. Oral communication is an essential skill for effective functioning in the classroom as it is necessary for thinking, learning, and academic proficiency. Issues surrounding this topic are troublesome since many factors affect students' oral language skills. For instance, teachers lack training opportunities and professional growth. In the school where the current investigation is going to take place, no training opportunities are given to the teachers. Thus, most of the teachers have self-taught coping strategies. Professionally, this affects their methodology and ability to teach efficiently. One of the major challenges that teachers encounter with English Language Learners centers on the development of oral language. Oral language requires proficiency in multiple modes of language, such as speaking and listening skills including both receptive and expressive abilities. In the school where the investigations take place bilingual students and English learners are almost non-existent. Thus, little is known about their methodology when teaching English. This seems problematic since it would have been interesting to observe how they cope with those challenges. (Lee, 2015).

### **6. Strategies for Overcoming Challenges :**

Overcoming the aforementioned challenges can be done through several strategies. Firstly, introducing students to a variety of videos and recordings of oral expression is an important strategy. In the process of teaching English in primary education, students are often introduced to English pronunciation and different accents. Additionally, primary students can be introduced to movies that are suitable for their ages. By doing this students can gather knowledge about oral expression at a very young age. Furthermore, giving them a choice to create their own voice or video projects can be effective (Febrianto R. , 1019) Secondly, providing them with English movies or TV shows and asking them to repeat the spoken sentences with correct tone and expression can also be effective, as at this primary education level students show love for movies and animation films. This increases the necessity for providing them with such videos in order to maximize their exposure to oral production and expression.

Finally, these students can be asked to tell short stories either through videos or voice notes on their voice applications. It is to be noted that each of these strategies provides reinforcement through modeling, high frequency, and control over the use of student-friendly tools in order to cater to the interests and needs of the students. In addition, seeing different examples of oral expression will give students a broad knowledge of how ideas, opinions, thoughts, suggestions, complaints, propositions, comments, etc. could be expressed using language. They will develop the habit of thinking for themselves. That is to say, by having knowledge of different examples, and types of oral expression, they will be able to think of the language topics that are necessary for themselves to maintain communication in different settings. It is a fact that language in general, and oral expression in particular are universal; they don't have a single or pre-established way of expression. Methods vary from one person to another and from one culture to another. Therefore, providing students with diverse voices, tones, pitches, accents, speeds and forms enhances the students' adaptation to the language diversity in the outside realms. Such diversity will be effective for pre-empting oral expression problems that arise from the lack of background knowledge.

### **6.1. Creating a Supportive Classroom Environment :**

As classrooms become more diverse around the world, teachers will face the challenge of meeting the academic language needs of English Language Learners (ELLs) and providing access to grade-level academic content areas. An understanding of the differences between social language and academic language and the structures of academic language is critical to this process. Students who are proficient in conversational English for social purposes but have had limited exposure to academic English, vocabulary, and conventions of standard English may still be significantly behind their peers and at risk of being identified as having a learning disability. (Lee, 2015). Since oral expression is a critical first step in supporting students' exposure to and understanding of academic language, this chapter focuses on a number of research-supported instructional strategies that can be effectively used to promote the oral language skills of ELLs in the content areas. As teachers provide explicit instruction in the forms, functions, and features of academic English, it is important to remember that oral language proficiency benchmarks represent developmental levels. Many students may not be able to meaningfully engage in academic language during the early stages of second language development or may use limited formulas of academic language. ELLs with a higher level of oral proficiency may also struggle with processing and producing more complex and abstract academic language used in the content areas.

### **6.2. Implementing Scaffolding Techniques :**

Scaffolding techniques can be grouped into general, social, and pedagogical techniques. General techniques are useful across subject areas, while social techniques are meant to create a certain social atmosphere in the classroom. Social techniques can be implemented throughout lessons. These techniques include whole class, small group, and pair work (Febrianto R. , 1019). and they can be used to vary interaction patterns, which changes roles and motivates students. Moreover, to motivate students, teachers also use signaling strategies and provide rewards and praise. Learning activities in a foreign language will involve different grouping or interaction patterns to develop skills necessary for students to work collaboratively outside the classroom.

Pedagogical techniques can be intended to promote the learning goal, explaining, modeling, provision of resources, and feedback. For example, in the foreign language classroom, modelling a task or providing an example question is crucial before students do the tasks individually or in pairs or groups. Visuals can be used to explain or provide extra comprehension check questions when students misunderstand parts of a lesson. If grammar lessons are given through the inductive method, allowing students to focus on the language points beforehand may help notice these points better than when

students pay attention to what to do only. Resources can be physical, supplementary materials, or other means like information and communication systems. For classroom tasks, students are usually not entirely at ease and do not know what to talk about or how to start. Allowing texts or language patterns to support their work with a sense of challenge and novelty will make the tasks less daunting and more enjoyable.

On the one hand, feedback includes different types of teacher and peer feedback on content and language. This is significant to increase the learning opportunity. But on the other hand, sometimes too many corrections may horrify students and make them overly cautious and shy. Consequently, the focus on the form may heavily undermine fluency. Therefore, feed forward in the form of self-assessment rubrics or peer assessment sheets on the key criteria can be used instead of a lot of feedback for fluency tasks. Following this feedback, teachers and peers could refer back to these key criteria instead of the detailed corrections and refinements.

## **7. Assessment of Oral Expression Skills :**

For second language learners, the assessment of oral expression skills is essential. In language education, assessment is an integral part of the learning process and teaching methodologies. While it can mean different things to different people, testing is a process to measure a person's performance in a given area, while assessment is a broader concept used to describe evaluating, measuring, interpreting, and classifying learners. Teachers should assess students regularly, especially oral expression jobs, to measure their abilities officially, and to provide feedback. This section presents two direct assessment ways and offers some considerations for their application in practice.

It is essential to assess primary-level students regularly, especially their oral expression with the help of these two direct assessments. They can employ the presentation assessment method, where students will perform essential activities applying all resources taught in class to give a five-minute presentation. Students will show their understanding of functionality, vocabulary, and linguistic forms, and use them accurately in their speeches. This assessment may include planning, designing, and recording a brochure, a guide, displaying activities on the smartboard, sharing an invented commercial, or making an informational speech on a chosen topic. After all students' presentations, a peer assessment form will be handed to students to evaluate their classmates and provide them with feedback and suggestions. Additionally, teachers will assess students using an assessment rubric and provide them with feedback.

### **7.1. Formative Assessment Techniques :**

Using Formative Assessment through Interactive Techniques

Oral skills are essential for learners in any language because communication is vital across cultures. Many learners struggle to express themselves in spoken English because they find it difficult to express their feelings, thoughts, and ideas verbally. They mostly lack comprehension due to inadequate information and opportunities to respond verbally and thus need the support of tests to show their understanding of aspects or components of higher-order thinking skills. In the recent past, there has been an intense focus on tests, assessment, and evaluation in education globally. Specifically, by testing, educational stakeholders want to determine what the learners know and can do. Currently, within the field of educational assessment, scholars have primarily discussed summative assessment for accountability and certification purposes. Formative assessment approaches have emerged as a key means of improving learning and teaching processes. Many investigators in applied linguistics have examined formative assessment from various perspectives. Despite the growing attention, little effort has been devoted to researching the significance of formative assessment in teaching English oral skills in primary education. The purpose of this study

is to examine how formative assessment can be used through interactive techniques to enhance the teaching of English oral skills at the primary level.

The study employed qualitative research design and context, participants, sampling, and data collection procedures. The finding indicates that quality primary education can be achieved through the employ of well-planned formative assessment complemented assessment techniques that boost and accelerate the learning of English oral skills. In spite of this merit, there are covering challenges hindering the satisfaction of the intended targets. The challenges include teacher centeredness, lack of learning facilities and resources, and ample time. To address and mitigate these challenges integrated responsibility is required from government stakeholders, the school administration, and pre-servicing teacher training colleges.

The Introduction discusses the background of the study, the statement of the problem, the objectives, and the research questions guiding the study. The Significance of the study holds special values for educational stakeholders including the government, the school administration, and the teacher training colleges. The popularity of formative assessment and its potential challenges are discussed in chapter two. The research design and methodology are discussed in chapter three. The presentation of data, its analysis, and interpretation are the focus of chapter four. Finally, chapter five presents a summary of the whole study with specific messages, recommendations for concerned parties, and implications for further studies. Advisories and messages are attached to the concluding part in the appendices.

## **7.2. Summative Assessment Approaches :**

As for summative assessment approaches, it's mindful to assess students' final abilities and progress after a summer or autumn semester. To evaluate students' final performance, free talk, prepared topics, dialogues and demonstrate of a teaching material are the four approaches employed to assess students' oral expression abilities (Xinyan, 2015). Normally, a group of four students is assessed with a time limit of 10-15 minutes.

In the first approach, "Free talk", the teacher randomly questions students on arbitrary topics and listen to each student's oral expression in a very flexible way. This type of summative assessment aims to test how well students can deal with unknown topics that are unprepared in advance. The second approach, "Prepare", requires students to choose a prepared topic and present it to the audience in a given period of time. This prepared part is graded based on its own uniqueness, the relevant utilization of vocabularies and expressions, the structure and techniques used and so forth (Uchida, 2015). The third summative assessment is "Dialogue", which is different from the dialogues in the second type of mid-term assessment. This part requires two students to role-play on a given topic employing vocabularies and expressions that have been taught and practiced during the course. The last part to evaluate the examinees' performance is "Demonstrate", in which a student is invited to demonstrate a teaching material related to English learning in a creative way. The performance in this part is assessed with a consideration of its clarity, enactment, its extra utilization of teaching skills, its interactive engagement with the audience and its creativity.

The main difference between the mid-term assessment and the summative assessment is that the mid-term one is more standardized and that it is very rigid and difficult to adjust based on students' performance in an ongoing way when implementing it. In contrast, the summative one is more flexible, providing the students with multiple options to be assessed.

## **8. Integrating Technology in Oral Expression Activities:**

The role of technology in teaching a second language has evolved in a crucial one over the past decade. Technology is influencing both the content and the methods used to teach. The present-day

use of new technology makes the educational process easier, more effective, and more reliable. Auditory and visual aids make the understanding of messages clearer, thus minimizing chances of misunderstanding. Using new technology in teaching allows more extensive coverage of knowledge. The coverage in textbooks is only partial because of the limitations set by the physical volume of textbooks. New technology allows for more information to be produced. This learning and teaching approach saves time because messages can be broadcasted simultaneously to a great number of learners and can be stored in the form of records for further usage. It reaches different types of learners, i.e. both forwards (those who learn easily) and faulty learners (those who do not learn easily). For example, in language learning, uses of new technology allow taped stories, radio serials, and television documentaries to be efficient to many listeners.

Challenges of technology which is raised before teachers need proper consideration. Misuse of a catalogue of materials may lead to language tear and ruin the understanding of a language. Fake materials may mislead the learners. Anything that is wrong nature or badly designed has a greater negative effect than anything that is a proper nature. Technology is expensive to purchase, use and keep. In primary schools frequently used machines need proper finance which is often unreachable by many language teachers or primary school authorities. Trained teachers are a precondition to the successful use of new technology which is often absent. Tutors of teachers in education faculties cannot give technical training on how to use new technology in a language classroom. The speaker's use of new technology in L2 setting will be different from native speakers. A native speaker may use proverbs, complicated sentences, un-attracting speech, and speedy delivery while a teacher must avoid these because learners of English as L2 need comprehensible outputs. Therefore, it is recently believed that both explicit and implicit parts of teaching should be systematically integrated to have a greater effect on language usage. (Njagi, 2017).

### **8.1. Using Multimedia Tools**

Using multimedia as a tool to teach English pronunciation has been worked on by many researchers and educators, recently regarding it as a new necessary component of teaching and learning English as a foreign language (EFL). As a result, this studies invested the suitability and practicality of using animated or dynamic graphs, and YouTube movies in teaching pronunciation in English to Iraqi-Arabic learners of English as a foreign language (EFL) in preparatory school. There are two groups of subjects in this studies: control and experiment. The control group was taught with traditional technique, while the experiment group was taught using multimedia. The two group's mean differences was tested using t-test formula and analysing of variance. The findings indicate that using animated materials in classroom teaching of pronunciation is fruitful for both EFL teachers and students. Teaching pronunciation through multimedia is highly recommended to improve students' English pronunciation. Teaching pronunciation is challenging for both teachers and students, but the use of multimedia minimizes this challenge, and adds many advantages to teaching and learning pronunciation. Recommendations and suggestions for further studies were provided (Juma, 2021)

In a high school in Santiago de Cali, primary classrooms are characterized by a great disparity between students' expectations and the establishment's capabilities. As a result, participants engage in a variety of Spanish diet habits, while others never eat, resulting in varied contexts among learners. This has led to the birth of pyforks, a project in which students will be tasked with creating a fixed point, once completed, which they will fix on a trunk and export to any point. The visualization of large volumes of data cannot only develop new scientific questions but also have the potential to enhance how we think (Yadara, 2020).

### **8.2. Online Platforms for Practice :**

Some classroom organizations use online discussions and forums. During the lesson, students work on tasks that require them to make decisions or solve problems in groups of four or five or pairs, sometimes concurrently in different groups, and post them on the forum with the assistance of the instructor. Thick inscribed records of these on-discussion forums are also available. Students can have a full and clear recollection of how they come to the decisions possible for the studies they did. Students read these records before the speaking tasks, which becomes better speaking practice than asking them to memorize the model dialogues. After working on these tasks, students share the results with the whole class. Students' vigilance is on high alert after they present, and they tend not to pay attention to other discussions.

It is also important to enhance students' listening skills, as the tasks in which students act as initiators give them an opportunity to be the focus of the activity. An online oral practice/assessment platform was developed. The online oral practice/assessment platform has been developed as a simple and convenient way of conducting oral English practice and assessment. It is created online by uploading video files, and updated oral practice/assessment exercises/quizzes can easily be created and quickly made available. Completed results can be viewed and graded by the instructor. Being a web-based platform, it does not require software installation. Students do not need Internet Explorer or even a computer to practice. Another benefit that it brings to both the instructor and the students is that it can reformulate the modality of the oral assessments (Fukada, 2013)

### **9. Conclusion :**

In conclusion, the emphasis of communication skills in the primary level of English instruction underlines the need for a re-look at the methodologies for successful acquisition of communicative competence in any language. National integration, cross cultural understanding, combating terrorism, protection of human rights and so many other ways needs of the hour gives rise to the indispensable need for effective communication skills. When it comes to oral communication skills, which encompass all the branches of language, one cannot afford to ignore the inability of students at any level to express matters orally irrespective of their knowledge about the subject. Oral skill is a wide concept that implicates so many things. IT literacy and the craze for visual / oral media had resulted into devaluation of language. This rejection of reading and writing along the excessive dependence on listening and speaking affects the accuracy part of speech. Children in schools reflect this trend in their practiced preference. Students are reluctant to write, but they are more actively engaged in verbal communication, through mobile medium of texting and other computer applications of chatting. The increasing vulnerabilities of social problems need to taken care of right from the grass root level of education.

There is an urgent need of skill conscious material preparation considering all aspects of spoken communication. Students are to be provided an ample opportunity and suitable conditions for oral practice in different situations. At home and in school, people must speak in an effective way so as to motivate children, youths and others to attain a good accent and rhythm containing clarity and fluency. Training in English, learning activities designed observing all the methodologies, practice in voice recording, IQ tests for comprehension, spelling, vocabulary, group discussions etc. can effectively work wonders for speed development. Speaking for the purpose of public speaking, Radio and TV broadcasting, Debating and Speech delivery will help students for gradual attainment of successful spoken communication. Also, awareness, necessity and inspiration as to the paramount importance of oral communication skill must be created through all possible means, i.e. by way of exhortation, inspiration or motivation Effective communication skill in various forms lays the

groundwork for fruitful development of education, science and technology and other human endeavours.

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