

HOW TO IMPROVE SPEAKING SKILLS IN THE ENGLISH LANGUAGE

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ABSTRACT

English Language plays a significant role in development of global education and business in this ever technological and communicative era. At the same time for whom English as a second language (ESL) or English as Foreign Language (EFL) there exists problem in the usage of language effectively, efficiently and proficiently in day to day life. Modern day learning has given more importance to interactive instruction in a dynamic learning. Recognition comes along with better communication of the language and hence the learners be given ample opportunities in enhancing their communicative skill. To improve speaking skills it is very essential to have adequate knowledge on the application of vocabulary beside grammar in a dynamic way in classroom setting. Eventually, it leads them to improve their communication skills for getting jobs and career development. In this article we discussed about the role of teacher in enhancing learner's communicative skill with the application of various methods and approaches in class room setting.

INTRODUCTION

Listening, speaking, reading and writing (LSRW) are the four important skills on must to become proficient in any language and more so on English language. Best learner is the one who is best listener. A child learns the language (mother tongue) by listening to the sounds and vibration happening outside world when it is in the womb of mother. It listens to the heartbeat of the mother. Language learning begins at womb and it manifest to a greater level later in the school. Listening and reading are receptive skills whereas the speaking and writing are productive skills. Whether it is a receptive or productive skill, the main objective is to develop learner's abilities in enhancing oral discourses. To effectively communicate in English one must acquire the knowledge of grammar and vocabulary. There is always a huge demand for those who communicate effectively in English in the job market all over the world in the fields like software, sales, business, teaching, law, administration, reception, management, marketing, tourism and so on. Due to the demand of these speaking skills in various, it is high time for the learners to get the mastery. According to Khamkhien (2010) "Speaking skill is the most important in a second language. Mostly people, who learn English Language, have in their minds that they like to master the goal of developing the proficiency in speaking skill though it is a difficult task".

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RECEPTIVE SKILLS

1. LISTENING SKILL: Underwood (1989) says, "Listening is an activity of paying attention to and trying to get meaning from something we hear. It involves understanding the speaker's accent and pronunciation, his/her grammar and vocabulary and grasping the meaning. For successful communication, listening skill is essential, so it should be taught to students". Learning of a language mainly depends on listening as most of the language learners spend much time on listening to a foreign language than producing it themselves. Listening helps the learners in language acquisition and enables them to interact with others in spoken communication. Therefore, learners are able to participate in classroom activities effectively with good listening skills. Besides this, learners can learn how to speak, read and write by listening to others attentively. According to Nation and Newton, "listening is the way of learning a language". Listening is an essential component for oral communication, directly influences in the development of reading and writing. Thus, it plays a key role in academic success since learners understand and learn the language through listening.

2. READING SKILL: Another receptive skills is Reading which enable the learners to dissect, comprehend and analyse the written text and this particular skill can be developed among the learners at all phases of their learning. Teacher must instil the habit of reading among the students in the classroom setting itself. C. Wallace (2001) regards, "Reading as practice, product or process with regard to the field of study". Reading skills not only enhances the deeper understanding of the language to the listener but also help them to analyse the text and its intension. Hence, it very vital for the teachers to focus much on reading skills to improve the learner's ability with much better sense.

PRODUCTIVE SKILLS

1. SPEAKING SKILL: Speaking is a productive skill for learners to communicate fluently. Speaking skill had a dominant role to play in the acquisition of foreign language or second language. It is the teachers who should focus on communicating fluently in the language which they taught to students in order to make them communicate well on that language. Speaking skills are very much essential not only to express one's ideas and opinion but also to impress as well. It is an important component for personality building and character. You can win several hearts by disseminating the information orally by fluently speaking in that language and make listeners to be attentive, attractive

and impressive. As per suggestion given in the National Educational Policy 2020, the teachers are supposed to prepare their students for employment, interaction with others and perform well at work places by imparting soft skills also.

2. WRITING SKILL: Another important productive skill is writing which helps the learners to communicate their views, opinion, ideas, thoughts, expressions and emotions in the written form. In the modern era of technology communication in writing is more important as sitting at home so much of work is been handled using internet facility where written communication is a must especially for education, business, science and technology and so on and so forth. Nunan (1989. p.36) also pointed out that “writing is an extremely complex, cognitive skill for everyone because in this activity the writer has to show control of some variables simultaneously”. Among the four skills speaking or communication skill is very much essential at interviews, at work places, in presentations, seminars, conferences, workshops and general communication. Teachers need to focus on training the learners in speaking skills besides other skills.

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SPEAKING SKILLS AMONG LEARNERS OF EFL AND ESL ENGLISH AS FOREIGN LANGUAGE (EFL)

To survive in the competitive world of modern look learners must master themselves both in written communication and speaking skills in English. Conversation is key factor in communication and speaker must fluently share ideas, thoughts and opinions by carefully choosing the right vocabulary with right pronunciation. Speaking skill seems intuitively the most important one and crucial part of a foreign language or a second language teaching and learning. According to Chaney (1998, 13), “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts”. Despite the importance of speaking skills for many years, teaching of speaking skills has been ignored and has been given a least importance and the EFL teachers have been teaching speaking skills just like memorization of dialogues, repetition of drills and recite memorized textbook dialogues. For modern day professional career demand more on speaking skills of English. It is a time consuming activity to motivate people to develop speaking skills. Noticeable improvement in speaking skills be witnessed only when the learners are given enough opportunities to use the target language outside the class room. If you want to speak in English fluently means, you should be exposed to the environment where everyone is speaking English every time and all the time. As it is a known factor that one who listens carefully only can speak fluently.

ENGLISH AS SECOND LANGUAGE (ESL)

Learners who learn English as second language in school clearly understand the content while speaking and develop the ability to communicate orally in a better way. Teachers are supposed to develop dynamic interactive classroom atmosphere where both the learners and teachers collaborate, cooperate with each other in productive manner to communicate freely and fluently in English language. The process of learning and applying speaking skills in English must go hand in hand as this technique enables the learners to connect them what they learn and what they apply while speaking in the classroom.

To achieve this goal, the foreign language or second language teachers should develop their learners’ communicative competence through a diversity of classroom activities that include various styles and types of expressions, situational as well as contextualized expressions (Airport, Train Station, jargon, business English, etc.), acquainting students with the different language discourses, and the different accents and dialects of native speakers. It is the responsibility of a teacher to select and adopt the suitable activity and strategy, to meet the needs, goals and interests of the learners. As stated by Harmer (2001, 271) in the Oral expression course, the most widely speaking activities should: “fall at or near the communicative end of the communication continuum”.

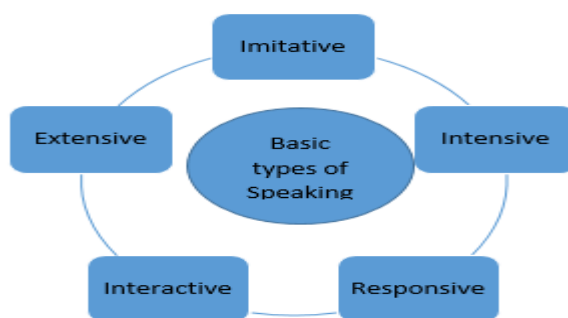
TEACHING SPEAKING SKILLS

In the modern day teachings in classroom, English teachers follow variety of methods and techniques to emphasize on improving the speaking skills by communicative language teaching (CLT) and collaborative learning teaching (CLT). This blended learning of communicative and collaborative learning techniques for developing speaking skills is very much dependent on real life situations in selection of words, intonation patterns and audience etc. Teachers help the learners to stitch their thoughts, ideas logically with meaningful application of knowledge in expressing the values and passing judgements.

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Brown (2004) has classified the productive skill of speaking into five types: imitative, intensive, responsive, interactive and extensive according to the intention of the speaker

Imitative speaking is the learner is simply trying to repeat what was said to them in a way that is understandable with pronunciation as defined by the teacher



Intensive speaking involves producing a limit amount of language in a highly control content. An example would be to read aloud a passage or give a direct response to a simple question.

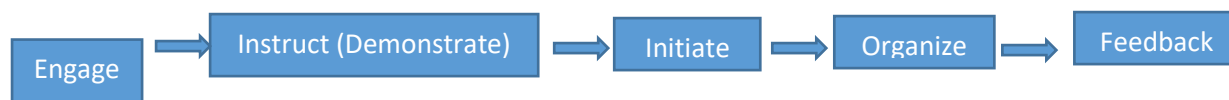
Responsive speaking involves two persons or two groups in short conversations, small talk and simple requests to make them authentic.

Interactive speaking involves transactional language and interpersonal language. Transactional language is meant for exchanging information whereas interpersonal language for social relationships.

Extensive speaking is more deliberative and formal for extensive tasks and it involves speeches, oral presentations and storytelling.

ROLE OF A TEACHER

Traditional classrooms are teacher centred whereas while developing speaking skills it will turn into student centred with self-directed learning. Active participation in speaking in pair of group have to be organized by the teachers to be successful in promoting speaking skills among the learners. Besides giving guidance and instruction teachers must monitor the task by providing proper feedback. Better vocabulary and a wide range of English language skills help learners in getting better opportunities in their future career. Learner can communicate in English fluently provided they acquire tremendous command on grammar and usage of vocabulary for the right context and spoken skills be considered as the passport for success.



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ASSESSMENT OF SPEAKING SKILL:

Teachers assess the performance of learners in speaking through continuous evaluation and guide them to improve their speaking skills. Areas of assessment of speaking skills in English language and the ways of assessment are given in table 1.

S.NO.	AREAS OF ASSESSMENT	WAYS OF ASSESSMENT
1.	Pronunciation	Single examiner assessment vs pair work
2.	Grammar	
3.	Range of vocabulary with purpose	Stand-alone vs. Integrated assessment
4.	Use of appropriate functional language	
5.	Intelligibility	Live or record based
6.	Fluency	
7.	Relevance	Open-ended or structured task
8.	Adequacy of content	

Table 2 shows the level in Spoken Interaction and Spoken Production and the difference between spoken interaction and spoken production have been clearly given.

Table 2.

S.No.	Spoken Interaction	Spoken Production
1.	One of the key aspects of the language learning process	Often neglected in many classrooms (instead grammar and vocabulary)
2.	Dynamic, meaningful and individual practice should be included in English lessons right from the beginning	Emphasis on fostering learner's ability to communicate rather than skills in constructing correct sentences
3.	Communication - one of the most important components but also problematic	More difficult to get learners to express themselves freely than to give right answers in controlled practices
4.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say	I can use simple phrases and sentences to describe where I live and people I know

CONCLUSION

In this article we made an attempt to highlight importance of LSRW in acquiring language skills with special reference to speaking skills which help personal and profession growth for English learners. We discussed in detail about the roles and responsibilities of English teachers both in ESL and EFL in

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classroom learners. We touched upon the areas and ways of assessment of speaking skills also. In modern day world, communication in English is vital for not only survival but also for professional growth. Therefore, English teachers have to promote speaking skills in classrooms and encourage the learners to communicate in English not only in the classrooms but also in social life as well. Amalgamation of communicative and collaborative learning teaching help the teacher to achieve success added with value. It enables learner to use the forum outside the classroom to get know more appropriate vocabulary; listening to the native speakers of English to develop his spoken skills.

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