STRATEGIES AND METHODS IN TEACHING SPEAKING SKILLS

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Abstract: First and foremost, language is a spoken, not written, medium. Long before there was written literature, humans were speaking and hearing. For this reason, it is said that the development of writing was a mere event in the lengthy history of humanity. One of the main communication skills is speaking. This review article outlines the various activities and tasks related to improving communication skills, the main beliefs about speaking, the principles of learning and teaching speaking skills, how speaking is taught in communication classrooms, and, lastly, how pronunciation is taught to communication learners.

1   INTRODUCTION.

Speech is the primary form of language. There are a great deal of languages in the world that are only spoken orally and not in writing. Even in languages with written scripts, the majority of languages utilize spoken forms more often than written ones. It is commonly acknowledged that speaking a language after spending a lot of time listening to words, phrases, and sentences from the environment is the best way to learn it. Speaking and listening are the foundational abilities; an edifice built upon a solid foundation will endure. Children have a very natural opportunity to speak and listen in their environment when they speak in their mother tongue. They are then sent to school to acquire writing and reading skills. However, in a communication classroom, the learner's immediate environment is his mother tongue; as a result, the teaching and learning approaches should be very different. Therefore, there is an urgent need to change the way that speaking skills are taught and learned. This can be achieved by shifting the emphasis to an oral orientation, providing teachers with training, and creating curricula that are appropriate.

2. MATERIALS AND METHODS.

Teachers can employ an activities approach that integrates language input and communicative output to assist students in developing communicative efficiency when speaking. Reading passages, listening exercises, teacher speech, and language heard and read outside of the classroom are examples of language input. It provides students with the resources they need to start speaking on their own. Language input can be either form- or content-oriented. Whether it's a lengthy academic lecture or a straightforward weather report, content-oriented input is information-focused. It might also contain explanations of various learning techniques and real-world applications.

Form-oriented input, on the other hand, focuses on how language is used: explicit instruction on how to ask questions and correct miscommunication (strategic competence); guidance on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in particular contexts (discourse competence); expectations for speech rate, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and guidance on how to use the language..

A teacher integrates form- and content-oriented input during the lesson's presentation phase. The

degree of students' proficiency and the circumstances determine how much input is actually given in the target language. An explanation in English rather than the target language might be more appropriate for students at lower levels or in circumstances where a brief explanation on a grammar topic is required. When producing communicative output, language learners aim to accomplish a goal, like gathering data, making a travel itinerary, or making a video. In addition to using the language that the instructor has just presented, they are free to use any additional vocabulary, grammar, and communication techniques that they are familiar with in order to complete the task. When it comes to communicative output activities, the learner's ability to convey the message is what determines success. Spoken exchanges occur in everyday communication because there is a knowledge gap between the participants. A comparable real information gap is present in communicative output activities. Students need to close the information gap in order to finish the task. Language is a tool, not an end in and of itself, in these activities. As a result, it is critical that educators understand the techniques for fostering oral proficiency.

STRATEGIES FOR DEVELOPING SPEAKING SKILLS

Language learners who are unconfident in their capacity to engage in oral communication frequently watch in silence as others speak. Helping these students accumulate a repertoire of basic answers for use in a variety of exchanges is one strategy to get them to start taking part. These kinds of answers can be very helpful to novices. Minimal responses are standard, frequently colloquial expressions that listeners use to express comprehension, agreement, skepticism, and other reactions to what someone else is saying. A learner can concentrate on what the other participant is saying without having to think of a response in advance when they have a repertoire of such responses. Certain communication scenarios are linked to a script, which is a predetermined series of spoken exchanges. Proposals, invitations, compliments, apologies, and other socially and culturally normative interactions frequently adhere to patterns or scripts. The transactional exchanges that take place during actions like getting information and making a purchase also fall under this category. The relationship between one speaker's turn and the one that follows can frequently be predicted in these scripts. By providing students with scripts for various scenarios, instructors can aid in their development of speaking skills by enabling them to anticipate what will be said and how to respond. Instructors can

practice helping students manage and vary the language that different scripts contain by using interactive activities.

When they cannot understand someone else or realize that their conversation partner is not understanding them, language learners are frequently too shy or embarrassed to speak up. Teachers can assist students in overcoming this reluctance by reassuring them that regardless of the participants' language proficiency, misunderstandings and the need for clarification can arise in any kind of interaction. Teachers can also provide their students with phrases and strategies to check their understanding and get clarification. Teachers can establish a real-world practice setting in the classroom by encouraging students to ask clarifying questions in class and by giving them positive feedback when they do.

Students will gain confidence in their ability to manage various communication situations outside of the classroom as they gain control of various clarification strategies. Many language learners consider speaking ability to be a measure of language knowledge. Fluency is defined by these students as the ability to converse with others, rather than the ability to read, write, or comprehend oral language. They consider speaking to be the most important skill they can learn, and they measure their progress in terms of their spoken communication abilities. Similarly, instructors must assist their students in developing this body of knowledge by providing authentic practice that prepares them for real-life communication situations. They assist their students in developing the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts while using acceptablepronunciation.

SPEAKING ACTIVITIES

Drills in which one person asks a question and another responds are common forms of traditional classroom speaking practice. The question and answer are structured and predictable, and there is frequently only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to do so. Real communication, on the other hand, is intended to accomplish a task, such as conveying a phone message, obtaining information, or expressing an opinion. Participants in real communication must deal with uncertainty about what the other person will say. There is an information gap in authentic

communication; each participant has information that the other does not. Furthermore, in order to achieve their goal, participants may need to clarify their meaning or seek confirmation of their own understanding. To design classroom speaking activities that foster communicative competence, instructors must include a purpose, an information gap, and multiple forms of expression.

Information gap and jigsaw activities are two types of structured output activities. In both of these activities, students complete a task by obtaining missing information, which is a feature shared by real communication. However, information gap and jigsaw activities provide opportunities for specific language practice. In this regard, they are more akin to drills than to communication. These activities can be designed so that participants must practice more than just grammatical and lexical features. For example, when one partner assumes the role of a student attempting to schedule an appointment with another partner who assumes the role of a professor, the timetable activity takes on a social dimension.

Each partner has pages from an appointment book with specific dates and times already filled in and other times available for an appointment. Of course, the open times do not exactly coincide, so some polite negotiation is required to arrive at a mutually convenient time for a meeting or conference. Jigsaw activities are more complex information gap activities that can be completed with multiple partners. Each partner in a jigsaw activity has one or a few pieces of the "puzzle," and the partners must work together to fit all of the pieces into a complete picture. The puzzle piece can take several different shapes. When using information gap and jigsaw activities, teachers must be mindful of the language demands they place on their students. If an activity requires language that your students have not previously practiced, you can brainstorm with them when planning the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce. Because they are both authentic and artificial, structured output activities can serve as an effective bridge between instructor modeling and communicative output. They, like authentic communication, have information gaps that must be filled in order for the task to be completed successfully. Whereas authentic communication allows speakers to use all of the language they know, structured output activities require students to practice specific language features in brief sentences rather than extended discourse. Furthermore,

structured output situations are contrived and more akin to games than real communication, and the participants' social roles are irrelevant to the activity's performance. This structure limits the number of variables that students must deal with when they are introduced to new material for the first time. They can progress to true communicative output activities as they gain confidence. Communicative output activities allow students to practice using all of the language they know in realistic situations. Students must collaborate to develop a plan, solve a problem, or complete a task in these activities. Role plays and discussions are the most common types of communicative output activity. Students are assigned roles and placed in situations that they may encounter outside of the classroom during role plays. Because role plays mimic life, the range of language functions available expands significantly. Furthermore, the students' role relationships as they play their parts necessitate practice and development of their sociolinguistic competence. They must use appropriate language for the situation and the characters.

CONCLUSION

More than simply exposing language learners to a pool of vocabulary or grammar descriptions is required to develop speaking proficiency. Unfortunately, the majority of language teachers who are supposed to run conversation courses still spend the majority of the class time immersing the students in non-communicative activities. The language learners themselves show little interest in speaking. These are just a few of the issues that large-class teachers face when teaching speaking activities in the classroom. These issues are not new, nor are the solutions proposed above. Given the foregoing, the purpose of this paper is to serve as a guide for those who want to have a large class of energetic students talking and working in English in groups together. In a nutshell, instructors can use an activities approach that combines language input and communicative output to help language learners develop communicative efficiency in speaking.

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