

IMPROVING THE SPEAKING SKILLS IN ENGLISH

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ABSTRACT

This article is about improving the ability of speaking in English and the students' perspective on it. There are several different kinds of methods which can be fruitful in developing students' oral skills. Most essential methods are discussed in this article.

Keywords: speaking, oral skills, methods, focal factor, perspective

INTRODUCTION

The principal focal factor of the research about used to be aware of English as a challenge and as a language, the nice of the textbooks, probabilities of listening to excellent English with proper/correct pronunciation and to excessive slight that more than a few exercises/activities, i.e. seminars, crew discussions and debates competitions, etc. have been commonly being arranged or not. The learn about was once as soon as descriptive in nature. The researchers chosen 20 students from young adults in a personal academic center studying at the first 3 months and the other time degree thru stratified random sampling procedure. The data used to be accumulated with the aid of a questionnaire having alternate items. The questionnaire used to be as soon as designed with the resource of consulting experts in the concerned field. It was once tabulated in the structure of counting frequencies and then analyzed thru percentages. The imperative findings of the find out about were: by means of using teaching English as a problem to the school students and no longer as a language provide vent to rote reminiscence only to pass by the examination out of burden. Enough time is now not given to a wide variety of workouts and chances for the improvement of speaking ability. Students additionally complained of scolding, and discouraging with the aid of their instructors for no longer speaking correctly. Although the instructors and college students are equally responsible for the terrible speaker functionality yet the instructors are extra responsible with the aid of having the professional know-how and skills. To improve the speaker ability, more stress on the great of books at the fundamental level, ample time given to talking and phonetic drills of students.

But for improving speaking abilities' purpose the knowledge of Phonetics is necessary for a teacher of English to correct students' mistakes and to help them in differentiation of English sounds and the mother tongue (Saif-ul-Haq, M. 2003). A person of recognized taste and culture can make us differentiate among stress, rhythm, intonation and pitch (Swan, M., 2006). Now certain teachers are alien to the notion of recently developed language techniques. This situation is prevalent in almost 60 Govt. colleges in N.W.F.P., Pakistan (Aurangzeb, 1992). The

teachers who have completed courses such as TOEFL and DIPTEIL can better decide whether a certain activity/exercise is appropriate or not (Fayyaz, M. 1992). It is a fact that it is impossible to conceive of a person being communicatively competent without being linguistically competent. In order for communication to be successful, learners need to know the appropriate social conventions (Hedge, T., 2008). Working in groups is important but many students comment that they find working in groups difficult because they can never think of intelligent things to say, they can never contribute idea to the group (Singh, M.S, 2007). Most importantly, how teachers work with boys and girls, how they motivate speech activities, and relate them to their personal interests and on-going life of the school day, are vital factors for the improvement of speech (The Commission on English Curriculum, 2009). The study in hand is very much significant for the improvement of speaking ability in English. The students and teachers will be able to know about the strategies and activities for the promotion of speaking ability from different aspects and angles.

The result is better than we expected. In the early days of the methodology, there were many difficulties in the speaking process due to the lack of skill in English-speaking learners, although it was not difficult to adapt to the natural English environment. 6 out of 10 students were active during the lesson. 2 students are good. however, 2 students showed apathy and lack of interest in lessons. it follows that a 100 per cent satisfactory result cannot be achieved by any methodology. It is not his or the teacher's fault that the student's misunderstanding increases during the lesson and attendance decreases. Different methods are followed for each person. Moreover, a group of 10 students learning a second other language (German, French) initially felt panic when entering the English environment, likewise, they came cross pronunciation difficulties, notwithstanding, they witnessed significant similarities between these languages and tried to learn English quickly. Among them 5 excellent results, 3 good and 2 average results were observed. The researchers 'speech began to come out after 1 and a half months. More practice and an abundance of vocabulary for speaking skills will serve as the key to a good result. due to the activity of the students in the classroom and the effective teaching aids, different speaking skills were developed in the students during the 3 months allocated for the study. fortunately, there were no bad results here.

While learning to speak is a painful point for many students, there are several appropriate guidelines and approaches to solving these types of problems. if the student uses materials that are appropriate to him and are not above or below his level, he can achieve a good result and interest in science at the same time. the purpose of this article is to illustrate ways in which students can correct mistakes made during speech output and achieve the expected outcome early and effectively.

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