

IMPROVING SPEAKING SKILLS OF ENGLISH LANGUAGE LEARNERS

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ABSTRACT

English is a global language and of wider communication. It is needed in the fields of science and technology, medicine, law and administration of the country and with the speakers of other languages across the globe. English is the international language and means of communication than any other language in the world. Developing communication skills may give scope to the talented students to express their ideas to the world. Access to spoken English enables to transform our ideas, views, opinions, thoughts, emotions, to obtain information from others and to solve problems and issues. Spoken English is a gateway to improve and achieve success in career of the students.

KEYWORDS:- Task-Based Materials, Pronunciation, Intonation, Fluency, Accuracy, Language Learners.

INTRODUCTION

The ability to speak confidently and fluently is something which students will develop during their time at school, and something that will help them throughout their life. Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Students will learn English speaking skills as well as

speaking skills in other languages, in primary and secondary school. Learning how to develop English speaking skills is so important for ESL students and EAL students too. It's one of the most important parts of language learning as speaking is how we tend to communicate in everyday life. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. Therefore, it is important to develop

both speaking and listening skills in order to communicate effectively.

Speaking in a new language can be a frightening experience. English Language Learners often feel embarrassed that they will make mistakes or are nervous about being misunderstood. This can result in newcomers going through a silent period (when they do not speak but are learning a large amount of language). Even ELLs that have a higher language level can become intimidated during whole class discussions. Brain science can help explain this response. The emotional system of our brain does not function well when it is presented with frustration or embarrassment (Sousa 2011). Here are some steps you can take to help your students feel comfortable and improve their speaking skills.

METHODOLOGY

Create a safe classroom environment: This is one of the most important foundations for ELLs (and any student, especially those that are naturally shy to feel comfortable taking the risk of speaking in class. Richards Jack (1991) defines that there is all way a risk of answering

a question incorrectly or making a grammatical mistake. If a student trusts their teacher and feels safe in their classroom they are more willing to take these risks. When I work with small groups of elementary ELLs I try and give them time to share personal news. This allows them a low stress opportunity to practice speaking, helps me to build a personal connection with them and helps build community.

Create opportunities for speaking in partner or small groups: Knowing that there are fewer people listening and more frequent opportunities to respond will help ELLs gain more speaking practice. With partners you can structure conversations so that partner 1 has a chance to speak and then partner 2. For groups give each member a job or a specific time to speak. This helps to prevent some students from dominating the conversation. A student with a lower language level might benefit from speaking second. This way they are able to hear their partners response and follow the same pattern. This also gives them additional thinking time.

Provide sentence frames/sentence starters that connect to the topic: Introduce structured sentence frames and/or sentence stems to the class. This is a great opportunity to incorporate academic language into the frames. Non ELLs may use them as a support as well. Encourage students to expand of the frames if they are able.

Choral Reading: Reading a poem, welcome message, or short reading passage as a group allows all students the opportunity to practice pronouncing new vocabulary words without the stress of others noticing them mispronounce unfamiliar words. This is a great opportunity to expose all students to grade level material even if they would not be able to read it independently.

Structured Speaking Practice: Give students a topic to discuss with a partner. This can be a question to answer, opinion to share, or story to tell. Here are some speaking task cards and picture cards I created that would make great aids for speaking practice.

CONCLUSION

The study has catered to enhance the language

skills required for academic and employment purposes. The primary concern was to enable the students able to communicate confidently and fluently in English. The gap between the prescribed textbook and present competence of the students was found by the research. The research has bought a friendly and relaxed atmosphere in the language classroom. The focus was on two-way communication and students felt they are part of the group and need to work together to reach higher outcomes, while the teacher was encouraged to facilitate and monitor her teaching making to reduce her talk time and allow students to practice the activities such as role-play, problem-solving, brain-storming, information gathering, opinion sharing, information transfer, reasoning gap. With the introduction of these activities the students' tend to learn fluently and accurately in the language classroom. The study allowed the students' to speak fluently with proper pronunciation and intonation.

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