TEACHING SPEAKING

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Abstract: *Many language learners regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication .The given paper tried to show that in a balanced activities approach, the teacher uses a variety of activities from the different categories of input and output. Effective instructors teach students speaking strategies that they can use to help themselves expand their knowledge of the language and their confidence in using it.*

Key words: *speaking, skills, strategies, developing, activities.*

1. Introduction

Language learners view speaking ability as the measure of knowing a language. They define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. In the communicative model of language teaching, instructors help their students develop their body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using comprehensible pronunciation.

2. Goals and Techniques for Teaching Speaking

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves [1].

In the presentation part of a lesson, a teacher combines content-oriented and form-oriented input. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form and it is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In *communicative output*, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the teacher has just presented, but they also may any other vocabulary, grammar, and communication strategies that they know.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

3. Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies:

1. Using minimal responses: Language learners who lack confidence in their ability in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

2. Recognizing scripts: Teachers can help students develop speaking ability by making them aware of the scripts for different situations (greetings, apologies, compliments, invitations) that they can predict what they will hear and what they will need to say in response.

3. Using language to talk about language: Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. [2] Teachers can help students overcome this by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Students may be given strategies and phrases to use for clarification and comprehension check.

4. Developing speaking activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. To create classroom speaking activities that will develop communicative competence, instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely. [3]

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication.

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are *role plays* and *discussions.*

In role plays, students are put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters. Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way.

5. Conclusion

We conclude that teaching speaking is a balanced activities approach in which the teacher uses a variety of activities from input and output categories. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Through well-prepared structured output activities and communicative output activities you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

References
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