The Necessity of Teaching Speaking Skills to English Language Learners: An Overview

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Abstract. The motivations behind this paper are to learn about speaking aptitudes of the learners utilizing the drills, to consider their disposition towards encouraging English speaking skills utilizing the informative activities. Speaking is one of the abilities that must be aced by pupils in learning English. It is a basic instrument for imparting. In the study hall, improving the speaking capacities of learners have consistently been a worry. This article depends on this principal premise. A lot of exertions has gone into creating, strategies and methodologies for teaching the target language. In the 21st century, different inventive advances are being acquainted with teaching speaking expertise in the study halls. Innovation is the vehicle to get access with this modernized world. More than the communication process, today innovation is broadly utilized in educational areas. The categorization of the different level of students that is the slow, medium and fast learners and implementing the tasks for such learners in the classroom of mixed ability students have been scrutinized. The different learner personalities, styles and strategies in teaching the language to the mixed ability of students in the language classroom are stated. Suggestions to overcome language learning difficulties are mentioned in the paper.

Keywords: Speaking Skills, Mixed Ability, Informative Activities, Innovation, Communication Process.

1   Introduction

Of each of the four key language abilities, speaking is considered to be the most significant in learning a second or unknown dialect. It incorporated every aptitude of comprehending that language. It is the way towards structure and sharing significance using verbal and non-verbal images, in an assortment of settings. Speaking is a share of second language learning and educating, it is a speciality of interchanges and one of the four beneficial abilities, that must aced in learning unknown dialect. Great speaking abilities are the demonstration of producing words that can be comprehended by the people. It is the ability that the learners will be made a decision upon most, all things considered, circumstances. It is a significant introduction of an individual depends on an individual's capacity to talk easily and extensively.

The coordination of innovation into language instruction, which was begun in the mid1960s and 1970s, helped educators to impart second language students how to talk in the most ideal manner conceivably. Consistently, educators are gaining admittance to some new innovations, which get hand together with English instructing. As the traditional teaching technique, for example, the chalk and talk strategy is by all accounts obsolete, the advanced innovations can be utilized as an enhancement to the classroom instructing technique to have an exuberant atmosphere in the study hall. It is the need of great importance to incorporate present day advancements to update the degree of English instruction. The advances loosen up the brain of the pupils to get into the subject with full association than a hard activity to do. New advances in language learning by numerous insight and blended capacities supplant with old strategies for educating.

Teaching English and learning have the objective of cantering learners with the goal that they can utilize English for communication and as an apparatus for facilitating their studies. During the time spent instructing and learning, the four language abilities are achieved at the same time. Ordinarily, students in an EFL setting do not utilize the language in valid circumstances. They have weakness in conveying aptly and effectively. This prompts students' absence of self-assurance and evasion when speaking with local English speakers.

In L2 educating and learning, capacity to talk is the most fundamental aptitude since it is essential for communication and it is the most troublesome expertise. Communicating in English is the hardest one for students. Specifically, the ESL students frequently stammer when communicating in English. This outcomes from students' absence of introduction to true English language conditions that enable them to utilize English for communication and articulation. Moreover, students are not presented to the way of life of the local English speakers. Speaking is the most significant and fundamental expertise. The dominance of this expertise shows that the speaker has exact learning of language. As per many teaching theorists, speaking is the aptitude that can be created through open exercises which incorporate information gap, a jigsaw puzzle, games, critical thinking and Role-playing. It is indeed that the activities can help better speaking aptitudes. The language activities are significant factors in teaching language for communication.

Activities help to make group effort and interaction among the students. Informative activities can inspire the students and set up great connections between the educator and the leaners empowering a strong situation for language learning. The state of language learning and instructing were inadmissible in India. Creating speaking skill utilizing open exercises and communicative tasks, role playing, critical thinking and discussion, may help to solve the issue. Based on this writing, as the scientist would contemplate the effects of these open activities, discussion, role-playing and critical

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thinking and advancement of speaking abilities and learners' frame of mind towards speaking English and utilizing the activities.

The educator instigated language activities, for example, requesting directions, requesting nourishment and drinks, chatting on the phone, and making a meeting with consultants. These kinds of exercises can manage the cost of learners, experience utilizing the language for real communication. This thought was steady with where they recommended that the student should know the motivation behind speaking what to talk, with whom, and where to talk, and how to utilize the target language. The function of the language through the activities were painstakingly chosen to suit the schedule, the students' age and language level, and to make difficulties for the students to pick up understanding. Instructing English speaking aptitudes using the informative tasks is a learning strategy concentrating on the student centeredness. Learners work in little gatherings isolated by their language capability, i.e., high, medium, and low levels. Utilizing this strategy, learners can have a chance to cooperate by giving assistance to other people while playing out the action. The environment in working as a group can decrease their dread in committing errors when communicating in English. Students can support others in the group requiring help. They can convey what needs be effectively while working in groups. This can prompt self-checking, more confidence in speaking, and urge them to partake more in learning.

Hence, they could effectively create themselves utilizing these activities. In leading an informative action, the setting ought to be centred on meaning and not the form. While the students are engaged with an action, there ought to be no instructor mediation. Learners can work on utilizing the language in group among the individuals. Groups of four are the most effective.

The pupils' mentality towards encouraging English speaking aptitudes utilizing the communicative activities are appraised as great. This may come about of having been given suitable language works in circumstances that happen in real communication by prompting their trust in communicating the language. Communicating in English when utilizing these communicative activities. The way towards educating and learning aided making happiness in communicating in English in small groups. The feelings of accomplishment in figuring out how to communicate in English through the exercises build up their inspiration to become familiar with the language.

2   Complications in Teaching and Learning English Language

In the multilingual nations like India where numerous individuals commit themselves in learning English to connect with the people. While many achieve familiarity in written and spoken literacy in a short period throughout which the pupils experience issues and difficulties in obtaining the eloquence. Some of the issues can be related to learning English specifically, because of the diverse roots of language, regional changes and countless irregular verbs. A few basic issues in learning are expressed as follows.

3   Grammar, Vocabulary and Pronunciation

In general, it can be sorted that pupils encounter three kinds of issues learning English language, they are Grammar, Vocabulary and Pronunciation.

4   Grammar

Structure of the sentence is crucial for the meaningful and understandable   communication, using incorrect grammar incorporates difficulties with situational syntax, for example, formal and informal English.

5   Vocabulary

Vocabulary: many people have problems in learning vocabulary as most of the English vocabulary differ in places according to the type of sentence, in this case, one can add English vocabulary in sentence with study and practice.

6   Pronunciation

Challenges with articulation as certain individuals are always unable to ace particular sounds.

7   Allowing to Commit Errors

Committing errors in English is common among the learners while the process of language learning. It may be any kind of errors like pronunciation, syntax or even misconception about meaning of the word. There is a proverb called "Failure is the stepping stone of success" which ideally means anything can be learned from the mistakes, among which comprises the language learning. So the learner could possibly try to learn and practise the language without any hesitation of committing errors. It helps the pupils to gain from their mistakes. Humiliating the students of making errors affect their emotional channel and can hinder their capacity to retain the knowledge of language and attain the familiarity in English.

8   Early Hardships

The learners of English-language may go into the class or a engaging circumstance in a condition of shock. The teachers, like learners, may feel astounded that many appear to be unfit to accomplish more than repeat the most fundamental expressions. This is the underlying period of language learning which is called the silent period. In this course of period, the situation lasts only a few days or up to half a month, the pupils acquire and adapt language and yet some are regularly incapable to speak or write it.

9   Picking Applicable Techniques

English Learning involves various techniques for different kinds of students. A few individuals need more opportunity to think about ideas before jumping into presentations and introductions. For certain individuals, kinesthetic exercises, for example, clapping, physical developments and dance can move data from short-term memory to long-term memory. Poems music, chants, games and rhymes give extra support.

10   Absence of Model for Speaking

One of the main difficulties for somebody learning English is the absence of an authentic model for speaking. At whatever possible point, the learners have to listen to the native speakers of English participating in discussion or teaching ideas. This training hones pupils' ears to extraordinary rhythms and way to express English and can give knowledge into progressively theoretical and progressive English language.
Issues in Teaching English Language
The following are the three most basic issues of English language teaching and learning in the classroom.

11   Absence of Learner Motivation

Learners might not have motivated and intrigued towards the learning of English language. Some pupils develop fear in them of classroom cooperation, interaction and failure in examinations and thus cannot get included effectively in classroom communication and get familiar with the language easily. They require enough inspiration and motivation from the teachers and scope for learning English in classroom communication.

12   Lack of Time, Materials and Resources

As a foreign language, English cannot be learnt and taught as effectively as first language or native language. When it is taught or learned as second language, it requires long time and at the same time suitable materials and resources are necessary to make English classroom atmosphere with the encouraging factors of teaching-learning process.

13   Large Classes

The large number of students in a classroom pressed into a language inclining circumstance. The stuffed classes create number of issues like; inconvenience in the class, individual concern, assessment, management of the classroom, keeping up learning adequacy and so on. Likewise there are number of different issues in English Language Teaching like social issues, mental issues, scholarly issues, authoritative issues, etc.

14   Error

Many corrections works has constantly exasperates the language teachers due to the mistakes made by the students. It is hard for the teachers to adapt to this difficulty. Above all, one needs an adjustment in the frame of mind towards mistakes. Blunders are inescapable piece of learning a language or some other ability. For instance, if a person wants to learn how to ride a cycle, it includes various stages, where the student falls multiple times till they figure out and ride it perfectly. This follows a strategy for experimentation. The same is valid for learning a language. While gaining the first language, a student commits numerous errors and the learner will in general disregard them. It makes them build up the language skills. As a teacher, one might be intoler-

ant and impatient to the errors of the second language students. To change the nature towards mistakes and to manage this issue effectively, one needs to learn the kinds of mistakes, error analysis and the sources of blunders. The reaction or response to errors makes one improve the language.

Errors are recognizable just in the creative skills of writing and speaking since it is hard to break down the cognizant part of the language of L2 students. Before handling errors, one should know the essential distinction between an error and a mistake. As a whole, in general, one will commit errors even in the L1 as well. This can be because of the slip of the tongue. The articulations where the speaker says, 'I'll gone tomorrow,' however quickly he amends himself - 'I'll go tomorrow.' Such mix-ups of execution do not mirror the insufficiency of phonetic ability of the speaker. They can be the aftereffect of tiredness memory pass or mental pressure.

15 Sources of Errors

There are numerous sources of errors. Some important uses are discussed below.

16 Interlingual Transfer

This idea originates from contrastive examination of behaviouristic school of learning. It worries upon the negative impedance of first language as the main sources of errors. The structure - 'I like to write' is expressed as 'I write to like' by numerous Tamil speakers. In Tamil, the action word is pre-situated while in English it is post situated. This sort of mistake is the consequence of negative exchange of Ll to L2 standards of system.

17 Intralingual Transfer

Not every one of the mistakes can be credited to the negative exchange of Ll to L2. The researchers of Interlanguage have demonstrated that intralingual move [within the objective language] additionally results in mistakes. The student learns the principles of the language and attempts to oversimplify them, which result in impossible to miss blunders, for example, 'foot foots' or 'go good'. They are the aftereffect of the erroneous learning in the second language itself.

In some cases, defective part of a teacher can likewise be the source of errors. If the instructor mispronounced sounds like 'jero' for 'zero', at that point the students likewise attempt to reproduce them. This deceptive clarification from the course book can likewise result in errors.

Students receive certain methods of development for example following easy routes. This can likewise result in mistakes. A few people have a tendency for including 'ing' to the action words which do not convey 'ing' and one go over such construction of the sentence:

I am hearing it.

I am understanding.

Some students memorise pre-created stock examples without understanding their appropriate importance. In some cases, they use them in wrong setting and make errors. Travellers adapt such examples in the objective language of the nation of their visit and make funny circumstances as a result of such mistakes.

The personality factors can likewise be the source of errors. An extroverted individual makes mistakes with no restraint while learning L2. A motivated individual is not uncomfortable about making errors and learns the objective language quicker than a self-observer or a less inspired individual, who would not open the mouth as a result of the dread of derision.

In this way, one can understand that there are various sources of errors. In the event that mistakes are not rectified in time, they can be fossilized in the arrangement of the student and cannot be remedied.

18   Fossilization of Errors

Examples of fossilization are basic in the speech or writing of the second language students. During the time spent for learning a second language, the student picks up the capability yet some of the mistakes remain the same in the system. In the event that others point these mistakes and rectifies, however soon an individual changes back to committing the same errors. The individual will speak the language confidently and effortlessly regardless of them. These mistakes can be of language structure or articular. They can be because of the wrong components of language. They become some part of the character and cannot be remedied. The remedial teaching is the best way to manage the mistakes.

19   Task-based Activities

There can be any number task-based activities one can think of in the ELT. A timetable, a chart, a building plan, a road map, a picture, a news item, an advertisement, a poster, etc. Students may be asked to give more information or their opinion or reason and infer something from what is given. If a language is used in the natural contexts, there can be abundant opportunities for learning to communicate by interacting in the language learnt.

By using various ELT methods, it is now that the final touches to the language instruction are given. The pupils need to attain the required mastery in the language skills. Training in speech with the help of radio and T.V., choice of correct vocabulary, group conversation, debates, skimming and scanning, evaluation, note taking, précis writing, letter writing, comprehension, shades of meaning, using dictionaries, and imaginary description are given to develop the language skills of the students. In majority of schools, English is taught through classic method. In order to develop the language skills of the students, teachers use many ELT methods.

The research article unveils that by using various creative methods and activities in the classroom, the pupils attain the required mastery in the language skills. Training in speech with the help of radio and Television will create a curiosity to learn the language. These methods and activities help the students to speak English fluently and accurately, and to develop the ability to understand the native English speakers and also be to respond them. The ELT enables the students to compose their ideas independently and present them in speech and writing. Increasing the confidence in students' ability, make them active and creative in learning. The ELT in college aims to develop the students' knowledge and language skills required to become an effective and successful professional in future. It leads them to be qualified and manage in their profession.

20   Remedial Teaching

Before the blunders become fossilized in the system of language of the students, the instructor should make a few steps. The most troublesome part is to unlearn a wrong adapted thing. In this case, the remedial teaching is needed. It is helpful and vital when there is a mismatch between the student's learning of the language and the interest of the circumstance. It helps those students who have not supported by normal teaching.

To decide the level of mistake, an indicative test is led. The teacher ought to arrange the mistakes in a more extensive setting of concord or agreement between subject and verb [they goes to market],punctuation, verb form [teach, teached], vocabulary item, spelling, pronoun forms, tense aspect [he has eaten mango tomorrow], word order, prepositions, tag questions, etc.

Here, the three significant teaching issues come up for rectification of mistakes in the classroom, syntactic clarification and structuring the teaching plans and materials. Every instructor is stressed over - 'what to correct' and 'how to correct'. What to correct relies upon the gravity of the error in connection to communication. One needs to recall that communication is the essential capacity of a language and the blunders that do not block the communication and can be left perfect. In any case, in the event that the errors are serious, for example, 'they go to theatre', at that point a language clarification ought to be given. In any case, with the adult students, clarification of the standards, training is useful in expelling mistakes. Practicing helps in understanding the arrangement of the language and subsequently helps in expelling errors. Remedial teaching helps the students who are exceedingly encouraged and are extroverted individual essentially by nature. It comforts in creating fearlessness of the student and intends at advancing the student with different learners who are skillful in the language.

The role of the teachers is crucial. The learners must be exceptionally patient and thoughtful about the mistakes of L2 students. Errors cannot be amended independently in the classroom, however they can be ordered and the teachers have to take up one part at a time. A lot of blunders particularly with red ink abominates the students mentally. The instructor ought to understand the significance of uplifting feedback by commending their endeavors and empowering them. They should go for the unmistakable and free interaction in students. It is hard to plan the course material or prospectus following a preferred grouping of things. It is dependent upon an instructor to choose which things ought to be introduced as per the requirements of the students. Along these, one sees that mistake does both the practical and theoretical capacities. Hypothetically, it comprehends the procedure of the acquisition of second language learning and essentially it plans and structure a remedial activity to serve the students. Learning of the procedure of error analysis will assist the educator to deal with the issue of mistakes.

21   Conclusions

Language is established and it has a great association with the society. The best way to educate these skills is to interact in realistic contexts. Through interaction, learners will be able to understand certain advancements and further development of the language. Social interaction is considered to be more and more significant in second language learning. The learner obtains idea from the response and that specific information becomes intake when the learner makes use of that information internally.

This process continues as discussion or communication and therefore, it enhances second language learning and speaking skills of a student. Interaction inspires learners to practice the language in a more practical way.

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