

## How to Enhance Speaking Skill in Teaching English Language through Various Methods

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### ABSTRACT

*This scientific paper is intended to give essential information on improving productive skill of students using different techniques during the classes. At primary level students learn through meaningful activities. Being a teacher of grade four and five from a researcher's prospective it became clear that while teaching in Grammar translation method (GTM) most of the students were not able to understand the lesson and what perceived was a lacking context and being boring. On the contrary, the Activity Based learning (ABL) is very helpful in raising the interest of the students and to make them learn in friendly environment.*

Nowadays, the interest to learning language is becoming great and essential, as we know, it is stated that English is second language and practical analysis shows different images as in departmental offices like health, education, judiciary, foreign affairs, and army and in private sector as well as all official documentation is being done in English. In private educational setups at the basic levels English is being stresses at spoken level as well. The kids at play group and level are being taught the basic phonemes so that they can take English as their primary language from spoken perspective. The schools or a teaching institution is considered to be the best place of learning and polishing a child.

The learning which is developed in a class room lasts forever. A child is taught not only a text based curriculum but also a hidden curriculum which consists of co-curricular activities and ethics. The vantage of an effective teaching method has been a serious talk among teachers and educationists in Pakistan as most of teachers are still under the influence of old teaching methodologies. Our syllabus and methods both require innovations, as our syllabus includes such contents in which activities are less and cramming is necessary to get good marks. By cramming students creativity gets minimized. The method is a comprehensive frame work meant for a proper and appropriate presenting outline of lingual material whose no word or content is in contrast or conflict, and whole context is built by a distinct methodology. It should be noted that methodology is axiomatic in nature and method itself has procedural nature. We can attach numerous methods with a single approach. (Anthony 1963, p. 63-7- apud Richards and Rodgers, 1999, p. 15).

The grammar translation method is being used widely specially in schools. It has been defined as that the GTM is an old or classical method which was implemented in Europe from 1840s to 1940s. It is method which is not based on any learning theory and has no language theory as well, the entire focus is on two skills only-reading and writing, as minor attention is given to speaking and listening. The GTM emphasis is on learning and memorizing rules of language rather than its practice, it is a

deductive approach as the rules are told and the practice comes later and focus is on accuracy (Brown, 1997); Richards and Rodgers, 2000).

So educationists felt the need of some innovations in exiting methods and started including some activities in classroom. These activities were the apart of ABL because the method was same but teachers invented or introduced some more activities according to their need. And when they realized the weaknesses of students and their different thinking ways they started finding out solutions and one way or the other started using activity based method (Hopkins & Harris, 2000).

The process of activity based learning depends upon learning by creating or doing. The students learn through experiencing things by their own hands and creating by their own minds. The true education comes by stimulating the child to put himself in activities and discover things and these activates can be individual or in groups (Dewey, 1929).

As we come to the basic techniques in teaching, they are very important and crucial to conduct the lessons with students. There are many useful and essential techniques such as: group work, case study, formal and informal discussions, role plays and others...

### **Group work**

Different researches have approved that group work is more beneficial than individual efforts because students with creative minds share their innovations and learn quickly and easily. For example, if teacher is teaching nursery or kindergarten students about primary and secondary colors she can make groups of four to five students each and ask them to draw and color their favorite object. When students will bring different colored objects it would be easy for both students and teacher to understand the ongoing activity.

1. These activities help to create mutual understanding among the participants.
2. The mentioned activity also plays a vital role to magnify the mutual trust level between the students.

### **Case study**

During this research it was noted that most of the children's way of grasping the knowledge was very weak from Case study perspective. They only preferred tales which were explanatory in nature. Some students liked and preferred it but some were having ambiguities about it. So an activity was arranged to make students participate and understand it. The research found that the content in various topics and their themes had citizen touch, political influence in Pakistan and the culture of Punjab etc. this activity was divided into three parts:

- Perception and understanding of Case studies.
- Quiz based activity to collect data about the topic.
- Preparation of outlines.

Actually, the Case Study proves that students of rural and urban areas possess a distinct and separate attitude. On the other hand, the main emphasis of case study is on formal and informal writing discussion which highlights different writing abilities of students.

### **Formal and informal discussions**

Most of our students at primary level are unaware of formal and informal writing or discussion. Even they are unable to distinguish between formal and informal letters, what are their rules and why are they written. In Activity Based Approach approach or method we can include some activities like we can make two groups of students, one will communicate in formal way and other in informal way. This will really make students clear about the difference between both of them. With the help of Formal and informal discussions, students' communication skill improves considerably and it gives boost to pronunciation skills of the students.

## **Role plays**

This is really a tremendous activity of Activity Based Approach. It really helps in building the confidence of the students and the vocabulary as well. The communicative power of students gets strong and they are able to speak fluently. In my point of view teacher can assign students some task on which they have to collect information and speak or perform. This technique includes physical and mental participation of students and students learn by doing.

Rivers (1978) says, “Speaking is used twice as much as reading and writing”. It can also be observed that humans speak more than that of we read, write and listen. Hence, it is more appropriate for the teachers of English to concentrate more on speaking skills by adopting various strategies, techniques and approaches in the English classrooms. Followed by his point of view Olshtain and Cohen state (Olshtain & Cohen, 1991, p.154),” if we wish to master another language we need to become more communicatively competent”. Their observation proves the idea that language accuracy is necessary but not the most vital feature of speaking activities.

Therefore, in the following some effective techniques are introduced in order to enhance speaking skill of learners from beginners to intermediate ones.

### 1) Drama

This technique or activity refers to the making of conversation between two or more students of the class. In this activity, students play a role, such as, a doctor and a patient, a lecturer and a student, a passenger and a driver and so on. This technique is quite similar with role a play; but it necessarily takes much longer time (Byrne, 1994, Parkinson & Thomas, 2000 and Thornbury, 2005). In this activity, the students were asked to record their conversation in like a drama. The lecturer provides time for the preparation until all groups were ready to submit. The lecturer provides the comment and feedback after the recording was submitted. This technique is really interesting and useful not only to develop speaking but also serve to encourage students to use the language in real.

### 2) Question and answer

Question and answer is also found as a technique in teaching speaking. This is supported by Richards & Lockhart (1991) as follows: questioning is one of the most common techniques used by lecturer. In some classroom over half of class time is taken up with question-and answer exchanges (Borg & Gall, 1984). This technique can be supported with picture descriptions about different topics. “At the restaurant”, “My hometown”, “My family “ and others.

### 3) Storytelling

Third activity is storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students’ speaking ability, but also get the attention of the class.

We have previously looked at the importance of integrated skills in the classroom, and also examined receptive skills in more detail. Now we take a look at the productive skills: speaking and writing. While speaking and writing are substantially different in many ways, they both are used for the same purpose – to communicate.

In many ways, writing is the most neglected skill in the TEFL world, as many teachers don’t like to see classroom hours being devoted to what is often ‘quiet time’. Writing, therefore, is often relegated to homework, which in turn is frequently not done and so the skill is never developed. It is true to say that most students prefer to focus on their speaking skills but that doesn’t mean that writing should be ignored. In many ways writing is the more difficult skill, requiring a greater degree of accuracy.

When speaking, any misunderstandings can be cleared up 'on the spot', whereas this is not possible with writing. Speaking, on the other hand, requires a greater degree of fluency as the speaker will rarely have time to think and plan an answer.

Communication between people is a very complex and ever changing thing. But there are generalisations that we can make which have particular relevance for the teaching and learning of languages. When two or more people are communicating with each other, we can be sure that they are doing so for one of the following reasons:

- ✓ They have some communicative purpose
- ✓ They want to say something
- ✓ They want to listen to something
- ✓ They are interested in what is being said

Therefore, if a teacher wishes to introduce a communicative activity to the students, he or she should bring in a number of the above factors. The teacher must create the need and desire, in the students, to communicate. If these factors are not present, it is far less likely that the activity will be the success that the teacher had envisaged. If the students don't see the point in doing something, they're far less likely to want to participate!

In conclusion, teaching and learning both are interrelated. It is to note that learning is born through teaching and a proper supporting role in conveying part of the teacher magnifies the grasping effect upon the students. So this research approves that ABL is helpful for teachers and students as it develops the understanding of the students. As this is a very crucial responsibility of teachers to develop the learning and creative skills of the students, so ABL provides them guidelines to improve their teaching by including different activities. The main task of the instructor has been defined as that he maintains a proper context of the learning subject with the day to day routine. It is necessary that the teacher should have the ability to convey the knowledge in a comprehensive and easy manner to the students by maintaining a comfortable environment in the classroom. A perfect and comprehensive lesson and activity planning must be made by keeping in view the environment of the class and perception threshold of the students. Suggestions were made about creating opportunities for the teachers for the enhancement of learning techniques in order to sharpen the abilities of the students and to give a new shape to the learning model. It is the need of the hour to train the teachers on ABL approach and Task based language teaching (TBLT). Moreover, the syllabuses should be designed in such a manner that it covers all the aspects regarding the modern learning techniques in most possible, simple learning sphere.

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