

Rereading Oral Communication Skills in English Language Acquisition: The Unspoken Spoken English

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Abstract—Globalization has had a profound effect on all aspects of society. These extraordinary vicissitudes befall those who have a strong desire to achieve something in their lives. One of the vicissitudes which the current society faces in this globalised world is enhancement in English communication skills. When people clearly convey their thoughts and opinions to others, they achieve their intended objectives of the goal. Since English is a lingua franca of the world, English communication skills are essential at the present time, and mastery of these skills is necessary to succeed in one's chosen field. It is also very evident that, in a globalised world, speaking is the most important of the four language skills. Language classroom is a great setting for learning effective communication skills, especially speaking skills. To help English language learners (ELLs) speak more fluently, teachers must be aware of their challenges and use a variety of teaching strategies, so that ELLs may considerably improve their speaking skills. This paper emphasises the value of learning the foundations of the English-speaking skills. It also explains the role played by several strategies and instructional materials in imparting English speaking skills for EFL/ESL students. Finally, this research offers some useful suggestions for teachers on how to incorporate a variety of activities that encourage ELLs to improve their oral communication skills in English classes.

Index Terms—ELLs (English language learners), speaking skills, activities, English classrooms, strategies

I. INTRODUCTION

A. *The Relevance of the English Language*

With English serving as the common language of communication, the entire world has evolved into a global village. Due to its widespread use across the world, the English language has earned the title of global language. Scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medical, engineering, information and technology, entertainment, and banking are just a few of the fields where English is employed. In commercial correspondence and on the internet, English has risen to the top of the list. English is the sole important language used in scientific research publications, accounting for more than 85% of all research papers (Rost, 2015). It serves as the common tongue for global trade and commerce. Even in the IT industry, the majority of programmes are written in English, and employees connect with co-workers and other English-speaking software professionals globally. Furthermore, English is the primary language used in the bulk of works regarding higher education. Due to the language's various benefits, many people are studying it in order to succeed in their respective fields.

B. *The English Language's Fundamental Skills*

Since English is the most widely used second or foreign language, many students want to learn it. During this process, they must master the four linguistic fundamentals—that is, the listening, speaking, reading, and writing—of the English language. Speaking and writing are active or productive abilities, whereas listening and reading are passive or receptive.

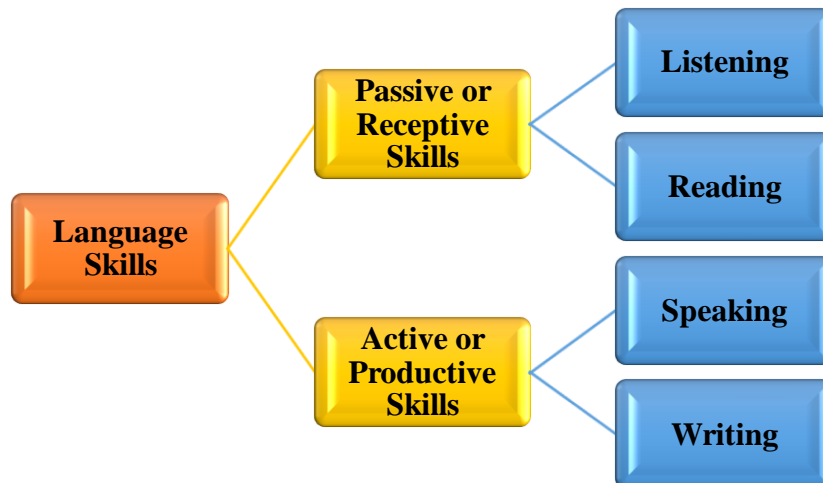


Figure 1: Basic English Language Skills

Due to the fact that learners do not demonstrate their proficiency in doing these tasks, listening and reading are referred to as passive or receptive abilities. They don't contribute anything; they only watch or read the language. On the other side, learning needs substantial practise and mastery of grammar, vocabulary, sentence structure, and application. Learners must autonomously construct sentences. Speaking and writing are seen as active or productive talents as a result (Nation & Newton, 2009).

II. SPEAKING SKILL AND ITS IMPORTANCE

In today's global economy, being able to successfully communicate across boundaries is crucial. In order to communicate, language is used. Without language, there can be no optimal communication. A person's ability to fulfil their objectives and aspirations is also hampered by ineffective communication (Richards & Richards, 1990). A language is necessary to communicate with individuals from all over the world. English may be used to communicate with individuals from all over the globe, including people from other countries, states, nations, and continents, because it is commonly acknowledged as a universal language.

The most significant skill you can learn from attending language training is the ability to communicate well in a foreign or second language. Of the four essential language skills, speaking a foreign language is seen as being the most crucial. Speaking is the skill that students will be evaluated on the most in real-life circumstances, according to Brown and Yuke (1983). Despite its importance, speaking skills are still taught to EFL/ESL students in the same way as dialogue memorization or drill repetition are. However, in order for students to succeed in the contemporary world, English teachers must teach ELLs the necessary skills so that students may enhance their speaking skills and function successfully in real-life circumstances (Khamkhien, 2010). Even though oral communication is more important for employment than technology, it receives zero attention in today's EFL/ESL educational environment. The neglect of phonological, morphological, syllabic, semantic, and syntactic aspects of language has turned into a significant barrier for English language learners. The significance of strong reading and writing abilities has thus far been exaggerated. In order to assist students in finishing their education and succeeding in their chosen areas once it has been completed, a greater emphasis is being placed on developing their oral communication abilities (Chaney & Burk, 1998). One reason is that English is the language of employment opportunities and success in achieving one's long-term life objectives.

"Speaking is one of the hardest problems that language learners must face", claims Nieto Garc á (2006, p. 321). Of the four language skills, speaking English is the most crucial. Students still struggle to communicate in the language in everyday settings, despite years of instruction. There are several causes for it. English language learners (ELLs) should acknowledge the value of their speaking skills and work to improve them as a first step.

Speaking appears to be the most challenging of the four fundamental skills of the English language. Yet, listening always accompanies speaking, because speakers must create words as they listen (Ur, 1984). Grammar principles and vocabulary are crucial for creating whole sentences while learning a second language. It might be difficult for many English language learners to put complete sentences together as they learn the language. To successfully communicate with the rest of the world's population, people work to enhance their communication skills.

Additionally, when students need to settle down at their professions, these speaking skills come in handy. In the modern world, showcasing a candidate's skills during a job interview is commonplace, and many decisions are dependent on the interview results. Job candidates are required to take part in debating and group discussions where their performance or oral communication abilities are frequently assessed. Additionally, professionals must do oral presentations to their colleagues in order to teach them and promote their products or businesses. A competent speaker will also be able to sustain the same pace throughout their speech, hold the audience's entire attention, and strongly motivate them. As a result, the listener becomes so engrossed in the speaker's speech that they forget about the outside

world and concentrate completely on the speech. Clarity of speech is crucial for good interpersonal communication. Listening and reading are examples of passive or receptive talents, as students cannot demonstrate their ability in these tasks. They merely listen to or read the language, but do not generate their own ideas. In order to independently construct sentences, students will require a considerable deal of experience and knowledge of grammar, vocabulary, sentence structure, and use. Thus, speaking and writing are considered productive or active skills.



Figure 2: Speaking Skill and Its Importance

Everyone who desires to grow professionally, launch a business, achieve self-assurance, obtain a better job, deliver speeches in front of huge audiences, engage in interviews, or give presentations must have the capacity to communicate successfully. Communication has become an integral aspect of modern society's daily lives (Thornbury, 2005). It is feasible to rule the globe if one has a sufficient grasp of English. Effective communication is the key to acquiring more employment opportunities. Modern interviews assess applicants' genuine talents through group discussions, debates, and presentations, among other methods. Therefore, job candidates must improve their oral communication abilities in order to obtain better work possibilities. While practising these conversational skills in EFL/ESL classes, students master them and thrive in extracurricular activities. Now, let's discuss the significance of teaching speaking skills in English language lessons.

What are the Benefits of Teaching Speaking Skills in English Classes?

To realise our desires and actions in this globalised society, we must share our ideas and thoughts with people from all over the globe. This is a competitive world, and every English language learner want to improve his or her speaking skills in order to succeed. In addition, it is stated that the majority of employment judgments are dependent on an applicant's communication skills, namely their speaking talents (Beltrán, 1995). In a short length of time, interviewers are also able to recognise the speaking skill of individuals. Those who can exhibit their skills at that time will be at the top of their respective professions. Additionally, these speaking skills can assist professionals develop their careers. Furthermore, these speaking skills are more advantageous for business professionals who wish to sell their firms. Excellent, extraordinary, and astounding speakers are often renowned for their ability to motivate and inspire their audiences. Students of EFL/ESL should place a greater emphasis on speaking skills due to their importance in so many fields. In addition, teachers are urged to adopt a number of successful strategies in the classroom to encourage students to concentrate more on strengthening their speaking skills in English lessons (Nunan, 1989).

There is little doubt that ELLs can vastly enhance their speaking skill with a small amount of consistent practise. They will then be able to successfully contribute to classroom discussions and debates and continuously enhance their speaking skills. They will be able to give presentations without any of the anxiety they may have previously experienced. Students may give brief classroom presentations if they regularly practise these skills. In addition, they build self-assurance and enhance their decision-making and problem-solving abilities. In addition to forming robust commercial alliances with external partners, students may successfully advertise their businesses. Furthermore, ELLs do better in job interviews, guaranteeing that they have the best opportunities to establish themselves professionally. They can also get along with their co-workers and strive for career advancement. Therefore, speaking skills are crucial to the overall performance growth of ELLs.

A. Three Different Types of Speaking Situations

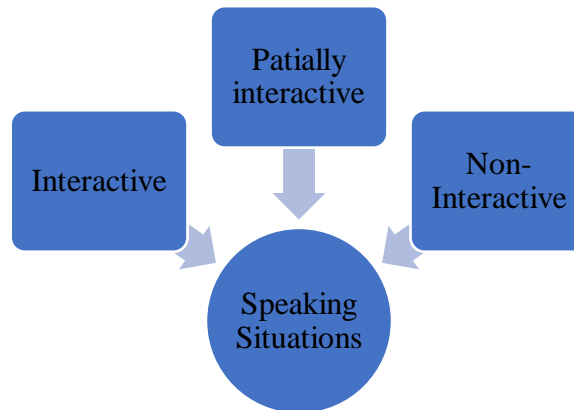


Figure 3: Speaking Situations

The speakers utilised their speaking skills to deliver their ideas in a thoughtful, persuasive, and fervent manner. There are three categories of speaking situations: Interactive, Partially interactive, and Non-interactive. In interactive speaking situations in which speaking and listening in English are possibilities, telephone and face-to-face conversations are handled. In interactive speaking situations, you will have the option to ask your conversation partner to clarify, repeat, or speak more slowly. As a result, interactive speaking situations are more advantageous for both the speaker and the listener, as they can completely and unambiguously grasp the topic. In partially interactive settings, a live audience hears a speech, but the audience member is not permitted to interrupt the speaker. In partially interactive presentations, the speaker may observe the listeners' facial expressions and body language to evaluate whether or not they have comprehended his or her remarks. Typically occurring at the conclusion of a speech presentation, the question and answer (Q & A) session allows the audience to get answers to their inquiries. In contrast, there will be no audience interaction in non-interactive speaking situations, such as when speakers must just record their voice for a radio broadcast. Speaking is a significant obstacle for ELLs in all of these contexts, as it requires many skills and it is difficult to acquire good speaking skills overnight. Moreover, ELLs must continually practise and commit more time to their speaking skills, which are difficult to perfect without sufficient practise. Therefore, the most successful technique for developing ELLs' speaking skills is to place a higher emphasis on speaking skill practise both within and outside the classroom.

B. The Various Benefits of Speaking Skill

Even though there are four other skills in the English language, speaking skills are the most important since the majority of communication is conducted orally. Therefore, speech is the most significant means of communication. Although mastery of each skill is necessary to become a well-rounded communicator, the ability to speak fluently provides the speaker with various important advantages. The following are the principal advantages of speaking skills:

- To actively participate in school activities in pairs or groups.
- To give a stunning speech on a various occasion.
- To actively participate in group discussions and debates.
- To encourage students to think critically.
- To seek higher education abroad.
- Interacting with folks from all around the world.
- To increase product sales in the company.
- To make life in a foreign country simpler and easier.
- To improve one's employment prospects.
- To make efficient use of the internet.
- To be successful in employment interviews.
- To expand one's understanding since all knowledges are available in English.
- To go on a trip to another nation.
- To do successful worldwide business.
- To get great social regard.
- To efficiently communicate with others.
- To raise an individual's income.
- To have a better understanding of the world's many cultures.
- To enhance the speaker's overall personality development.

English teachers should place more emphasis on speaking skills and give them top priority since they are crucial for the improvement of ELLs' performance in general (Iqbal, 2022). Also, teachers must consider a variety of speaking

tactics and approaches in order to help students develop their oral communication skills, which are the most important in today's culture.

III. METHODS AND APPROACHES FOR ENHANCEMENT OF SPEAKING SKILL

A. *The Role of Teachers*

Since the genuine success of a person's talent is defined by how well they express their speaking skills and convince others, it is vital to spotlight people's oral communication capabilities in the present global market. Speaking skills are essential in any situation since everything depends on motivating and enthralling listeners, whether they be customers, co-workers, colleagues, or other learners. Therefore, EFL/ESL teachers must be aware of the current social atmosphere and make an effort to instil these speaking skills in their ELL students using the most recent strategies for teaching speaking skills (Jackson, 2018). This is the reason why teachers need to abandon outdated strategies in favour of fresh ones that grab students' interest and motivate them to participate fully in the activities that take place in regular English classes. Additionally, instructors' workloads are reduced when they take a positive attitude toward the interests and demands of ELLs. Teachers must also change the way they teach, shifting from a teacher-centered to a learner-centered approach, to provide ELLs adequate chances to participate in the teaching-learning activities that take place in English classrooms (Celce-Murcia & Olshtain, 2000). In order for children to achieve at the tasks they are given, it also teaches them to think critically and to work independently.

English teachers must employ a range of strategies to aid their students in developing their speaking skills since some EFL/ESL learners have a severe fear of making mistakes while others are merely shy and nervous. Even native English speakers may attest to this. To encourage students to speak in English lessons, English teachers may incorporate some engaging activities in the form of language games. The majority of kids love playing games in class; thus, it is typical for them to keep asking for more games because they enjoy playing them. It is nearly probable that students' speaking skills will see a considerable increase when they practise these tasks in a fun environment (Rao, 2019). In the preliminary stage, educators must provide pleasant tasks like guessing the item students wear around their wrists. Between this scenario, the professors conceal something from the students by holding it in their wrists, and they must determine what it is. Indeed, these activities aid ELLs in improving their speaking skills. In a learner-friendly environment, the learners have more options and produce more sentences since they are just needed to estimate the unseen object and have total freedom to express their views (Harmer, 2007). As a result, teachers should include such activities in their regular classes to engage ELLs more and support the growth of their speaking skills.

B. *The Role of Different Tools*

The instructors can then use their personal examples to offer various activities to the class, such as "Speaking about themselves." Since of their instructors' excitement, the students keep talking about themselves because anything they say is already a reality that is stored in their memory. Then, the teachers might broaden the scope of the exercise by asking the children to provide information about their best friends, parents, or favourite books. These activities therefore give students an enjoyable chance to enhance their speaking skills.

Teachers of EFL/ESL may employ brainstorming techniques in their lessons to motivate ELLs to produce more sentences and to reflect on themselves in order to come up with original ideas. Using this method, the students have complete freedom to make any topic-related argument. McLaren et al. (2004) stated that learners will naturally be motivated to come up with as many ideas as they can because there are no strict guidelines for how to convey their ideas. In order to include ELLs in more activities and unintentionally improve their speaking skills, ESL/EFL teachers should implement this brainstorming technique in their lessons.

Another practise that might aid ELLs in improving their speaking skills is incorporating role-playing games into the classroom. In order to assist students improve their English-speaking skills during the second stage, role-playing is one of the best activities to do in English classrooms. Teachers must pair up the students and give each pair a distinct task to complete in class. Students are given 10 minutes to prepare before the teacher asks them to do the assignment. Professors need to encourage and motivate their students as they are learning for the profession. With enough drive and ongoing encouragement, the students try to finish the project correctly and use proper grammar when speaking. For ELLs, the English sessions will offer the best possibilities to improve their speaking skills through role-playing, in which students assume roles that are pertinent to their daily life in contemporary culture.

Since they enable students to express their views and opinions in a welcoming setting, activities like pair or group work also significantly enhance the learners' speaking skills. The needs and preferences of the students must be taken into account by English teachers when selecting themes for these activities. It's important to note what Rao, S. P. (2018) states at this point: "Teachers must take learners' needs and interests into account when choosing themes, which encourages students to work more intensely and enthusiastically on the provided subjects"(p. 288) Because of this, educators must adopt learner-centered approaches that put more of an emphasis on speaking skills and other activities to engage students. When students work in pairs or small groups, they work independently and make an effort to converse more and produce more phrases. ELLs will surely benefit from this in terms of gaining confidence and motivation to practise speaking whenever and wherever they have the chance. Teachers must thus provide more chances for students to actively interact in pairs or groups in order to enhance their speaking skills.

Another technique that teachers might use to aid ELLs in developing their speaking skills in English classes is the use of stories. With the help of ELLs, teachers may set up scenarios and allow them to continue the story. The ELLs then use reason to go through the situation and offer statements that are appropriate. The goal of the students is to utilise as many phrases as they can to finish the story since they have total control over their responses and grammatical structures. Furthermore, Brown (2004) opines that since these tales are purely fictional and untrue, there is no set rule for deducting any points for the children. In order to successfully finish the story, this technique encourages all ELLs to contribute at least one sentence. As a result, teachers must encourage children to use as many phrases as they can in order to dramatically improve both their oral communication skills and their creativity in a fun and enjoyable setting.

Having ELLs listen to English music and sing along with it is another strategy for assisting them in improving their speaking skills. One of the best methods for enhancing speech and intonation is frequently thought to be music. When a song is easy to understand, singing and listening to it can help students remember words and phrases. Additionally, music helps students acquire English rhythm in a more organic way. By accidentally imitating the singer, language learners may acquire the ability to pronounce words like native speakers. One of the best songs suitable for EFL/ESL learners is Suzanne Vega's "Tom's Diner," which uses everyday sights and happenings to convey them in simple terms. Additionally, movies seem to be a much better option for ELLs to learn how to speak English. By watching movies, students may develop their hearing, pronunciation, vocabulary, idioms, and slang abilities. EFL/ESL teachers should employ this technique in their lessons to aid ELLs in developing their speaking skills since songs and movies assist learners improve their communication skills (Wallace et al., 2010).

IV. CONCLUSION

To thrive in the competitive global economy of today, learners must be proficient communicators. English teachers must thus employ a variety of tactics in their classes, choosing simple and efficient subject matter that will stimulate ELLs' interest and attention to developing their speaking skills (Mc Cafferty et al., 2006).

This paper seeks to highlight the value of speaking skills in English-language classrooms. First and foremost, it has been amply stressed how important having a solid command of the English language is. Following that, a full discussion about the importance of speaking skills in EFL/ESL classrooms took place. It has also been proven how crucial it is to educate speaking skills in the classroom. Later, the many speaking contexts and the main advantages of speaking skills were fully discussed. A number of classroom techniques have also been completely given for helping EFL/ESL students improve their speaking skills. Finally, some advice is given to teachers on how to aid ELLs in English-speaking classes in developing their speaking skills. In order to develop their speaking skills, teachers also urge ELLs to adhere to their instructions.

The ability to communicate effectively for a multitude of purposes makes speaking skills the most important skill for ELLs. As a result, teachers need to show a particular interest in assisting ELLs in developing their speaking skills. To do this, teachers must refer to the most recent research on the issue and make an effort to employ a range of strategies and techniques to aid students in developing their speaking skills in English classrooms. Additionally, teachers should choose curriculum that is compatible with the skills of their students. Additionally, educators should encourage students to speak out during class discussions, which will considerably enhance their communication skills. Additionally, students must develop scenarios that allow them to communicate not just inside the classroom but also outside of it. Additionally, students must adhere to their lecturers' instructions in order to enhance their speaking skills. Students must adhere to the teachers' advice to the letter in order to communicate clearly in any circumstance since it is to their advantage. EFL/ESL teachers must thus use several strategies in their lesson to aid their students in developing their speaking skills. This means that ELLs must work extra hard to hone their speaking skills and invest more time in these endeavours if they are to thrive in the current climate.

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