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## The Importance of Speaking Skills in English Classrooms

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### Abstract:

During the current period of globalization, significant transformations have occurred on a worldwide scale. Significant fluctuations in circumstances arise when individuals possess a profound aspiration to accomplish a particular objective. Individuals' aspirations are fulfilled through clearly articulating their ideas and opinions in interpersonal communication. Therefore, individuals must acquire proficiency in communication abilities to achieve their aspirations, aspirations, and objectives effectively. Effective communication skills are of utmost importance in contemporary society, as they significantly contribute to success in several professional domains. This article looks into the significance of English oral communication skills needed at higher secondary school level for all English language learners.

**Keywords:** English language skills, globalization, communication abilities, professional success, higher secondary school students etc.

### Introduction

In our globalized society, effective communication is paramount, and it is widely acknowledged that speaking is the most crucial skill among the four language skills for achieving this objective. Due to the global prevalence of the English language, individuals must have proficient communication skills to succeed in their various domains. Therefore, the school setting provides an optimal environment for acquiring effective communication skills, particularly in oral expression. Educators must understand the challenges English language learners (ELLs) face and endeavour to incorporate diverse instructional approaches within their instructional settings, aiming to foster the development of their students' oral proficiency in English. Teachers have the potential to achieve this outcome by modifying their instructional approaches and learning resources and incorporating contemporary pedagogical strategies to enhance the development of speaking abilities.

Consequently, it is recommended that educators incorporate group and pair activities into their standard English classrooms to facilitate significant improvement in

the speaking abilities of English Language Learners (ELLs). This research elucidates the significance of oral communication abilities within English educational settings. This research aims to elucidate the importance of fundamental English language skills. Subsequently, this research fully elucidates the significance of oral communication abilities within English educational environments. Additionally, it elucidates the necessity of instructing individuals to acquire oral communication abilities. Next, this section explains the many speaking circumstances and the primary benefits of developing effective speaking skills.

Moreover, this study additionally provides a range of strategies for enhancing oral communication abilities among English as a Foreign Language (EFL) or English as a Second Language (ESL) learners within the context of English classes. This study proposes some practical recommendations for educators to facilitate the engagement of English Language Learners (ELLs) in speaking-focused activities within English courses. Additionally, it is suggested that English Language Learners (ELLs) enhance their oral communication abilities, as these skills are highly advantageous in shaping their future professional endeavors.

### **The Significance of the English Language**

The worldwide community has transformed into a unified entity,

sometimes called a global village, where individuals communicate using a shared language, namely English. The English language is widely spoken around the globe and has achieved the status of a global language. English is a language extensively utilized in several domains such as scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medical, engineering, information and technology, entertainment, banking, and other related fields. English is widely utilized for corporate communication and online activities. English is the predominant language employed for the composition of scientific research articles, with over 85% of research publications written in this language. English serves as the global language utilized in the context of international trade and commerce. In the field of information technology, a significant majority of software programs are created in the English language.

Additionally, experts in this sector commonly communicate using English with their colleagues and other software professionals worldwide. In addition, most of the literature about higher education is written in English. As a result of the numerous benefits associated with the English language, many individuals are acquiring proficiency in English to achieve favourable outcomes in their various domains.

**The fundamental language proficiencies in the English language**

Due to its role as a global means of communication, a significant number of individuals studying foreign languages endeavour to acquire proficiency in the English language. During this procedure, individuals must develop proficiency in all four fundamental language abilities: hearing, speaking, reading, and writing. Listening and reading can be classified as passive or receptive, whereas speaking and writing can be categorized as active or productive.

Listening and reading are commonly classified as passive or receptive skills, as learners do not actively demonstrate their proficiency. They solely engage in passive language acquisition, either through listening or reading, without actively generating any output. (Nunan 1989) In contrast, it is necessary for learners to independently generate sentences, requiring extensive practice and acquisition of grammar, vocabulary, sentence structure, and usage knowledge. Hence, speaking and writing talents are classified as active or productive.

**The Significance of Oral Communication Proficiency**

In the contemporary global context, effective communication is crucial for achieving success across several domains. Language serves as a means of communication. Achieving flawless communication is unattainable for individuals who do not employ a

language as a means of expression. Furthermore, individuals cannot attain their desired outcomes, ambitions, and aspirations without employing appropriate language to communicate. Hence, there exists a necessity for a universal language that facilitates communication among individuals residing in diverse geographical locations. English is widely regarded as the global language, spanning many areas, states, countries, and continents. Its primary function is facilitating communication among individuals residing in diverse locations.

Developing proficient speaking skills significantly enhances acquiring foreign or second language learning. Speaking is the most crucial skill in acquiring proficiency in a foreign or second language among the four primary language competencies. According to Brown and Yuke (1983), the ability to speak is the greatest talent for pupils when evaluating real-life scenarios. Despite its significance, the teaching of speaking skills has been consistently neglected, with many EFL/ESL teachers resorting to instructing through rote memorization of dialogues or repetitive drills. However, in today's society, there is a growing need for individuals to possess effective communication skills. (Harmer 2007) As a result, English teachers are responsible for instructing English Language Learners (ELLs) in the necessary skills to enhance their speaking talents and excel in practical scenarios. In the

current context of EFL/ESL instruction, there is a noticeable lack of emphasis on oral proficiency, even though effective communication skills hold greater significance for employability than technological prowess. Insufficient attention has been devoted to the essential components of language, namely phonological, morphological, semantic, and syntactic features.

Consequently, this has emerged as a significant obstacle for English language learners (ELLs) in their acquisition of speaking skills. Until now, greater emphasis has been placed on developing reading and writing abilities. In light of recognizing the significance of oral communication abilities, there is currently a heightened focus on cultivating the speaking proficiencies of learners to effectively pursue their studies and achieve excellence in their respective domains once they complete their education. Furthermore, English is the primary means of accessing work possibilities and attaining success in pursuing one's life objectives.

Bueno, Madrid, and McLaren (2006: 321) assert that acquiring speaking abilities poses significant challenges for language learners. Speaking is regarded as the most crucial among the four language skills in English. Despite dedicating numerous years to language learning, learners sometimes struggle to communicate in real-time settings when it is required effectively.

Numerous factors necessitate overcoming this situation. Initially, English Language Learners (ELLs) must comprehend the significance of oral communication. Individuals must actively develop and gain talents to effectively participate in the highly competitive global landscape.

Speaking, one of the fundamental abilities in the English language is often perceived as challenging due to the requirement for speakers to generate phrases spontaneously. Foreign or second language learners encounter challenges in generating sentences without acquiring an understanding of grammatical structures and a sufficient vocabulary. Hence, EFL/ESL learners encounter numerous challenges when articulating grammatically correct sentences in English. Given the significant role that speaking abilities play in effective communication, individuals endeavour to acquire and develop these skills to facilitate effective interaction with diverse communities across the globe.

The acquisition of speaking skills is of utmost importance for individuals seeking to learn English to advance their professional prospects, enhance business endeavours, bolster self-assurance, access improved employment prospects, engage in public speaking engagements, partake in interviews, participate in debates and group discussions, and deliver presentations, among other endeavours. In contemporary society, a

strong interconnection exists between various aspects of life and proficiency in oral communication. An individual possessing exceptional oratory skills has the potential to achieve global dominance. Effective communication skills are crucial for accessing enhanced employment prospects. In contemporary job interviews, the genuine aptitude of job candidates is evaluated based on their performance in such assessments.

Group discussions, debates, and presentation skills are examples of activities promoting effective communication and critical thinking. Consequently, those searching for employment must develop proficient oral communication abilities, essential for anyone seeking to enhance their prospects and secure more advantageous possibilities. Once the user's text is rewritten to be academic, it would read as follows: Upon examination of the user's text, it Learners engage in the practice of these speaking abilities within the context of their English as a Foreign Language (EFL) or English as a Second Language (ESL) classrooms, thereby attaining competence in these areas. Students are expected to possess these skills and demonstrate proficiency in academic and extracurricular pursuits.

### **What can be learnt in English Classroom**

Through consistent and frequent practice, English Language Learners (ELLs) have the potential to

enhance their oral communication abilities significantly. Subsequently, individuals can excel in academic discourse and deliberations in the classroom, progressively cultivating their oral communication proficiencies. Individuals will acquire the ability to deliver presentations independently, overcoming any apprehensions that previously existed within their thoughts. By consistently honing these skills, individuals can effectively present concise speeches within educational settings. Furthermore, individuals develop a sense of self-assurance and enhance their abilities in making informed decisions and resolving complex issues.

The learners can cultivate strong commercial contacts with their counterparts in other organizations, effectively promoting their enterprises. Additionally, English Language Learners (ELLs) demonstrate enhanced proficiency during their job interviews, increasing their likelihood of securing optimal possibilities for successful career establishment. In addition, individuals can effectively collaborate with their peers and actively pursue personal career advancement. Hence, effective oral communication abilities significantly contribute to the holistic academic progress of English Language Learners (ELLs). (Jackson 2009)

### **Three Kinds of Speaking Situations**

The speakers effectively conveyed their viewpoints eloquently, persuasively, and enthusiastically,

employing proficient oral communication. Three distinct speaking circumstances exist: interactive, partially interactive, and non-interactive. Interactive speaking scenarios in English encompass telephone calls and face-to-face talks when individuals can engage in speaking and listening activities. During interactive speaking situations, participants can seek repetition clarification or request a slower pace of speech from their discussion partner. (Rao 2009) Hence, interactive speaking scenarios seem more advantageous for both the speaker and the listener, as they facilitate a comprehensive understanding of the subject matter, thereby minimizing lingering uncertainties. In partially interactive scenarios, a speech is delivered to a live audience without interruptions from the listeners. In partially interactive talks, the speaker can visually perceive the audience and make assessments based on their facial expressions and movements to determine the participants' level of comprehension of their speech. The audience can address any uncertainties during the question and answer (Q&A) session, typically after the speech presentation.

In contrast to the scenarios above, non-interactive speaking situations involve no audience involvement, requiring speakers to deliver their speech for a radio broadcast recording. In each of these scenarios, the ability to talk is a

significant challenge for English language learners (ELLs) due to the multifaceted nature of the talent. Acquiring proficient speaking skills cannot be accomplished within a brief timeframe, as it requires a substantial investment of time and effort.

Furthermore, English Language Learners (ELLs) must engage in consistent and dedicated practice, devoting additional time to developing their speaking skills, as these skills can be challenging to acquire without sufficient practice. Hence, the most effective approach to enhance the speaking abilities of English Language Learners (ELLs) is to prioritize extensive practice of speaking skills within and beyond the confines of the classroom.

### **Methods for Enhancing Oral Communication Proficiency in English Language Higher Secondary School Learners**

Within the current global market, it is imperative to highlight individuals' proficiency in oral communication as the true measure of their talent hinges upon their ability to demonstrate their speaking skills and persuade others effectively. Given that the motivation and satisfaction of listeners, employers, colleagues, co-learners, and consumers are contingent upon effective communication, the importance of speaking abilities cannot be overstated in various contexts. Hence, EFL/ESL educators must comprehensively understand the current societal context and endeavour

to instil effective oral communication abilities in their English language learners (ELLs) by utilizing contemporary teaching methodologies designed for enhancing speaking skills. In this context, educators must substitute outdated methods and approaches with contemporary and inventive ones that fully engage learners, encouraging active participation in the activities conducted within conventional English classes. Furthermore, the teachers experience a decrease in their workload when they adopt a positive mindset regarding the demands and interests of English Language Learners (ELLs). Teachers must modify their teaching approach, shifting from a teacher-centered setting to a learner-centered environment. This adjustment will provide English Language Learners (ELLs) many opportunities to engage in teaching and learning activities in English classes. Furthermore, this encourages individuals to engage in independent thinking and problem-solving to accomplish the assigned duties with exceptional results successfully.

English teachers must employ several strategies to enhance the oral proficiency of their students, as certain EFL/ESL learners exhibit a profound apprehension about committing errors. In contrast, others possess a natural inclination towards shyness. This phenomenon is especially evident among native English speakers. At this particular time, educators of the English language can incorporate

enjoyable activities, such as language games, within the confines of the English classroom to encourage learners to engage in spoken English. Typically, many learners are keenly interested in engaging in game-based activities within the classroom setting.

It is a prevalent occurrence for these learners to express a desire for additional game-based learning opportunities since such activities elicit a sense of satisfaction and enjoyment. When learners practise these activities within an enjoyable setting, it is highly likely that their speaking skills will experience significant improvement. During the initial phase, educators must incorporate engaging activities such as a wrist item guessing game. In this context, educators conceal an object on their wrists, which remains undisclosed, prompting students to engage in a guessing game. Undoubtedly, engaging in such activities undeniably enhances the speaking abilities of English Language Learners (ELLs). In the learning process, learners make educated guesses about unfamiliar objects. They can express their thoughts and preferences, resulting in many possibilities and abundant phrases within a supportive learning environment.

Hence, it is recommended that educators incorporate these activities into their standard instructional settings to actively engage English Language Learners (ELLs) and

enhance their oral communication abilities.

One further instructional strategy that educators can employ within their English language classrooms to enhance the oral communication abilities of English Language Learners (ELLs) is using a narrative-based approach. Educators use this instructional approach to generate scenarios and prompt English language learners (ELLs) to extend the narrative. The English Language Learners (ELLs) think logically and provide statements pertinent to the scenario. The learners exercise their autonomy in providing comments and selecting grammatical structures, aiming to generate a maximum number of sentences to conclude the story effectively. Furthermore, it is important to note that there is no definitive criterion for excluding any elements from children's stories, as these narratives are mostly products of imagination rather than grounded in reality. This strategy promotes active participation from all English Language Learners (ELLs), ensuring that each student contributes at least one sentence to complete the story effectively. Hence, it is incumbent upon educators to foster an environment wherein students are motivated to generate a substantial number of sentences. This approach enhances their oral communication abilities and their capacity for imaginative thinking, facilitating

significant growth within a pleasant and engaging setting.

Another strategy for enhancing the oral proficiency of English Language Learners (ELLs) involves engaging them in listening to English music and participating in singing activities. Music is widely regarded as a highly effective technique for acquiring and refining skills in intonation and pronunciation. When the lyrics of a song are easily understandable, engaging in activities such as listening to and singing songs can aid learners in retaining vocabulary and phrases. In addition, music aids learners in acquiring the ability to articulate English rhythm more authentically. Through unconscious imitation, learners can acquire the pronunciation of phrases in a manner consistent with that of native speakers. One of the most effective songs for English as a Foreign Language (EFL) or English as a Second Language (ESL) learners is "Tom's Diner," composed by Suzanne Vega. This song adeptly portrays common events and actions using straightforward language.

Moreover, it can be argued that films present a more advantageous alternative for English Language Learners (ELLs) to enhance their spoken proficiency in the English language. Through watching films, individuals can acquire knowledge in areas such as auditory comprehension, phonetic articulation, lexical acquisition, idiomatic expressions, and colloquial language. Given that songs



and films have the potential to enhance the speaking abilities of English as a Foreign Language (EFL) or English as a Second Language (ESL) learners, educators in these domains must use this approach within their instructional practises. By doing so, they may effectively enhance the speaking proficiency of English Language Learners (ELLs). (Wallace 2010)

Proficiency in oral communication is of utmost significance for anybody aiming to thrive in the increasingly competitive global landscape. Consequently, English educators must employ diverse instructional strategies within their instructional settings. This can be achieved by carefully curating uncomplicated and practical learning materials that foster heightened engagement and attentiveness among English Language Learners (ELLs) in acquiring speaking abilities.

This research emphasizes the significance of oral communication abilities within English educational settings. The importance of fundamental English language skills has been extensively examined and analyzed. The significance of oral communication abilities in English as a Foreign Language (EFL) or English as a Second Language (ESL) instructional settings has been well elucidated. Moreover, the importance of incorporating instruction on oral communication abilities within educational settings has been demonstrated. Subsequently, a

comprehensive elucidation of the many types of speaking contexts and the primary benefits of acquiring speaking abilities has been provided.

Furthermore, this paper provides a comprehensive explanation of several strategies employed to enhance oral communication abilities in English as a Foreign Language (EFL) or English as a Second Language (ESL) learners within educational settings. In conclusion, the educators are provided with recommendations to enhance oral communication abilities among English Language Learners (ELLs) inside English instructional settings. Additionally, English Language Learners (ELLs) are encouraged to adhere to the guidelines provided by their instructors to improve their oral communication abilities.

The acquisition of proficient speaking skills is of utmost significance for English Language Learners (ELLs), as it enables them to demonstrate their communicative abilities across various contexts and objectives effectively. Therefore, educators must demonstrate a particular focus on enhancing the oral communication abilities of English Language Learners (ELLs). To achieve this objective, educators must consult current literature and employ various methodologies and strategies to enhance students' oral proficiency in English language classrooms. Teachers should also select acceptable materials

suitable for the learners' proficiency level.

Additionally educators must actively promote student engagement in classroom discussions, as this practice has significantly enhanced students' oral communication abilities. In addition, it is imperative for learners to actively generate opportunities for spoken communication, both within and outside the confines of the classroom environment. Moreover, the learners must adhere to the directions their lecturers provided to enhance their proficiency in oral communication. Using teachers' guidelines is essential for learners effectively communicating in all situations. Consequently, EFL/ESL instructors must employ various strategies and techniques in their pedagogy to facilitate the development of their learners' oral proficiency. In this context, English Language Learners (ELLs) must exert considerable effort in honing their speaking abilities and dedicate a substantial amount of time to engaging in such activities to establish their competence in the modern world.

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