
The Role of Effective Oral Communication Skills in Globalized English Education

Dr. M. Nivedita, Assistant Professor, Head, Department of English, University College of Science, Saifabad (UCSS), Osmania University, Hyderabad

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Abstract:

Throughout the era of globalisation, there have been substantial and far-reaching transformations on a global scale. These substantial changes arise when individuals have a pronounced inclination to achieve something. People's aspirations are fulfilled when they successfully express their thoughts and perspectives with others. Therefore, it is vital for individuals to possess proficient communication abilities in order to attain their ambitions, desires, and goals. In modern culture, proficient communication abilities are crucial and individuals must possess mastery in these talents to attain success in their respective fields. Oral communication is the most important skill out of the four language skills for effective interaction in today's globalised world. Given the widespread use of the English language worldwide, individuals must possess adept communication skills in order to attain success in their respective fields. The classroom offers an ideal setting for cultivating proficient communication abilities, specifically in terms of oral expression. Teachers must understand the difficulties encountered by English language learners (ELLs) and strive to incorporate varied instructional strategies in their classes to improve their students' oral fluency in English. Teachers can accomplish this by adapting their instructional methodologies

and resources, and by employing innovative methods to teach oral communication skills. Therefore, it is imperative for teachers to integrate collaborative and dyadic exercises into their conventional English classrooms in order to significantly augment the oral proficiency of English Language Learners (ELLs). This study explores the importance of oral communication skills in English educational environments. This study largely focuses on the necessity of acquiring essential English language skills. This research provides a comprehensive analysis of the importance of oral proficiency in English educational contexts. Furthermore, it underlines the need of teaching verbal communication skills. Following that, a comprehensive explanation is provided on the many types of speaking situations and the key advantages of possessing proficient speaking skills. Furthermore, this study offers numerous tactics to augment the verbal communication skills of EFL/ESL students in English classes. This study presents pragmatic suggestions for educators to integrate a variety of exercises that actively involve English Language Learners (ELLs) in refining their oral proficiency in English classes.

Additionally, it proposes that English Language Learners (ELLs) enhance their oral communication abilities, as these are

highly advantageous for them to establish a successful professional trajectory.

Keywords: English classroom, global world, oral communication abilities, professional growth etc.

Introduction:

The Significance of the English Language

In the contemporary day, the entire world has undergone a transformation into a global community where individuals engage in communication using a common language, specifically English. English is widely spoken and has attained the status of a global language. English is the primary language used in a wide range of fields including scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medical, engineering, information technology, entertainment, and banking. English is primarily employed for corporate correspondence and internet-based endeavours. The use of English as the principal language in the writing of scientific research articles is predominant. It functions as the universal language employed for commerce and entrepreneurship. The vast majority of programmes in the field of information technology are written using the English language. In addition, professionals in this field communicate with their peers and other software specialists globally using the English language. Furthermore, the predominant body of literature concerning higher education is disseminated in the English language. Due to the multitude of advantages associated with English, a substantial proportion of persons are obtaining fluency in the English language in

order to attain successful results in their respective fields.

English Language Proficiency Fundamentals

Given its status as a widely spoken language worldwide, many persons who are learning foreign languages aspire to attain fluency in English. Throughout this process, individuals must acquire expertise in the four essential language skills, specifically, auditory comprehension, oral communication, textual interpretation, and written expression. Listening and reading are categorised as passive or receptive skills, whereas speaking and writing are defined as active or productive talents.

Listening and reading are categorised as passive or receptive skills since learners do not actively showcase their proficiency in these skills. They simply participate in passive language consumption, either through listening or reading, without actively producing any output. Nevertheless, the learners must autonomously produce sentences, which demands substantial practice and the acquisition of knowledge regarding grammar, vocabulary, sentence structure, and usage. Therefore, speaking and writing are considered to be active or productive skills.

The Significance of Oral Communication Proficiency

Effective communication is crucial for achieving success in several domains in today's interconnected society. Language functions as a medium of communication. Individuals who do not use a language are unable to achieve flawless communication. Moreover, individuals cannot achieve their aims, targets, and objectives without utilising suitable language for communicating.

Therefore, there is a need for a global language to ease communication with people living all over the world. English, being a widely spoken language worldwide, acts as the global medium of communication for persons dwelling in different regions, states, countries, and continents.

The acquisition of a foreign or second language is heavily contingent upon the cultivation of oral proficiency. Among the four main language abilities, speaking is regarded as the most essential ability while mastering a foreign or second language. According to Brown and Yuke (1983), students will mostly be assessed based on their speaking skills in real-life situations. Despite its importance, the instruction of speaking abilities has been undervalued, with numerous EFL/ESL educators primarily prioritising the memorization of scripted conversations or monotonous exercises. Nevertheless, in contemporary society, there is a compelling necessity for individuals to acquire proficient communication abilities. English teachers have the responsibility of teaching English Language Learners (ELLs) the essential skills needed to improve their speaking talents and succeed in real-life situations. Within the present EFL/ESL educational framework, there is a notable neglect for the cultivation of oral proficiency, despite the fact that employment hinges more on proficient communication rather than technological prowess. Insufficient focus has been given to essential language elements, such as phonological, morphological, semantic, and syntactic characteristics. Acquiring speaking talents has become a major hindrance for English language learners (ELLs). Until now, there has been a stronger focus on the

advancement of reading and writing skills.

Given the importance of oral communication skills, there is currently a higher emphasis on developing learners' speaking talents. This is to ensure that they may successfully pursue their studies and achieve excellence in their chosen sectors after completing their education. Moreover, English is the language that offers opportunities for job and enables the attainment of desired objectives in life.

According to Bueno, Madrid, and McLaren (2006: 321), speaking is a difficult task that language learners must face. Oral communication is commonly recognised as the most essential of the four language skills in English. Despite dedicating numerous years to the study of the language, learners frequently have difficulties in successfully expressing themselves in real-life situations when it is necessary. There are multiple reasons for overcoming this barrier. At first, English Language Learners (ELLs) need to understand the importance of oral communication skills and actively work to acquire them, as they are crucial for succeeding in today's highly competitive global world.

Among the four essential skills in the English language, speaking seems to be difficult because it demands speakers to develop phrases spontaneously. Non-native or bilingual language learners face substantial difficulties in constructing sentences without mastering the requisite grammatical structures and an extensive vocabulary. Hence, EFL/ESL English language learners face multiple challenges in generating grammatically accurate sentences in English. Due to the considerable significance of oral proficiency in

interpersonal communication, individuals strive to develop these abilities in order to properly interact with the global community.

Moreover, these oral communication skills are very advantageous for learners when they require to effectively establish themselves in their professional endeavours. In modern society, there is a growing trend of evaluating candidates' skills during job interviews, and many decisions are made based on their performance in these interviews. Job applicants are required to participate in debates and group discussions to showcase their skills, especially in verbal communication. Furthermore, professionals must engage in oral presentations to market their products or organisations, as well as offer instruction to their peers. In addition, a skilled speaker has the ability to inspire and fascinate the audience, holding their complete attention during the entire speech. The audience becomes completely absorbed in the speaker's discourse, occasionally losing consciousness of the surrounding environment as they dedicate their complete attention to the speech. Proficient communication skills are essential as they directly impact the effectiveness of transmitting messages to others.

Fluency in spoken English is essential for individuals aiming to develop their English language skills in order to progress in their careers, improve business opportunities, boost self-confidence, access better job prospects, give public speeches, participate in interviews, engage in debates and group discussions, and deliver presentations, among other advantages.

Effective communication is inextricably linked to every element of life in today's contemporary culture. An individual

endowed with extraordinary eloquence has the capacity to conquer the entirety of the cosmos. Efficient communication is crucial for gaining better job opportunities. Modern interviews assess the authentic competence of job applicants by evaluating their performance in group discussions, debates, presentation skills, and similar activities. Therefore, individuals who are looking for jobs must cultivate strong verbal communication skills in order to obtain more favourable opportunities. By actively participating in the application of these speaking skills within their EFL/ESL classrooms, learners attain a high level of competence in these skills and exhibit exceptional performance in both academic and non-academic pursuits. Let us analyse the purpose of teaching pupils the skill of verbal communication in English classes.

Teaching Speaking Skills in English classrooms

In the globally interconnected society, it is crucial to communicate our ideas and thoughts to individuals worldwide in order to achieve our goals and carry out our plans. In this fiercely competitive world, every individual who is learning the English language desires to improve their speaking abilities in order to succeed in the global economy. Moreover, most job prospects depend on an individual's communication abilities, specifically their mastery in verbal expression. The interviewers rapidly recognised the participants' aptitude in terms of their verbal proficiency. Individuals who are able to showcase their skills at the right period throughout their job hunt can successfully obtain high-level jobs in their professional endeavours.

Moreover, these speaking skills

provide additional benefits for professionals to improve their job opportunities. Moreover, these communication abilities are especially advantageous for employees in business enterprises, since they can significantly improve the marketing of their individual companies.

It is well recognised that extraordinary, remarkable, and captivating speakers have a strong ability to encourage and engage the audience. Due to the substantial influence of speaking skills in several areas, it is crucial for EFL/ESL learners to prioritise their improvement. Furthermore, the teachers are directed to utilise several efficacious strategies in their lectures to actively include the pupils in enhancing their English speaking abilities.

Through regular and diligent practice, English Language Learners (ELLs) can greatly improve their speaking skills. As a result, students can thrive in academic discussions and debates in the classroom, thus gradually enhancing their public speaking skills. They will develop the capacity to deliver autonomous presentations, surpassing any prior anxieties. Through constant practice and refinement of these skills, individuals can effectively deliver succinct presentations in educational environments. Moreover, they foster self-confidence and augment their aptitude in decision-making and problem-solving. The learners are provided with the chance to develop robust commercial partnerships with other company associates and efficiently promote their firms.

Furthermore, English Language Learners (ELLs) exhibit improved competence during job interviews, hence enhancing their likelihood of attaining

favourable career opportunities and accomplishing successful career integration. Furthermore, they exhibit the capacity to efficiently cooperate with their colleagues and actively strive for personal and professional development. Hence, the proficiency in oral communication is essential for improving the overall academic achievement of English Language Learners (ELLs).

The speakers expressed their opinions with eloquence, persuasiveness, and passion, utilising their skilled public speaking abilities.

There exist three distinct categories of speaking scenarios: interactive, moderately interactive, and non-interactive. Telephone calls and face-to-face discussions exemplify interactive speaking scenarios in English, wherein speaking and listening serve as two viable forms of communication. Participants in the interactive speaking circumstances will be able to request their conversation partner to reiterate, offer additional clarification, or speak at a slower pace. Therefore, engaging in interactive speaking circumstances is proven to be advantageous for both the speaker and the listener, as they promote a comprehensive comprehension of the topic, eliminating any potential ambiguities.

In semi-interactive situations, a speech is presented to a live audience without any disruptions or interruptions from the audience. During partially interactive speeches, the speaker is able to visually observe the listener and evaluate their understanding of the speech by observing their facial expressions and gestures. Following the speech presentation, the audience is given the chance to address any

doubts or ambiguities they may have through a question and answer (Q&A) session. Unlike the aforementioned situations, in non-interactive speaking contexts, there is a lack of audience engagement. Speakers simply need to record their speeches for a radio broadcast. Under these conditions, English Language Learners (ELLs) face substantial challenges in oral communication, as it involves multiple aspects and cannot be easily taught in a brief timeframe. Furthermore, it is imperative for English Language Learners (ELLs) to regularly engage in practice and allocate extra time to enhance their speaking abilities, as these skills are difficult to acquire without adequate practice. Therefore, the optimal method to improve the speaking proficiency of English Language Learners (ELLs) is to give priority to and promote consistent practice of speaking skills both inside and outside the classroom environment.

The Benefits of Proficient Speaking Abilities

While there are four other skills in the English language, speaking proficiency has the most influence as the majority of communication occurs through oral means. Therefore, mastery of verbal communication is the essential method of transmitting information. Undoubtedly, acquiring proficiency in all skills is crucial to become a versatile communicator, yet the ability to express oneself clearly and effectively offers various distinct advantages to individuals.

The study highlights the significance of actively participating in collaborative activities with peers or groups during school sessions, as well as engaging in debates and group discussions. The purpose of these activities is to develop the learners' critical

thinking skills and improve their ability to deliver engaging speeches for different events. Moreover, emphasising the objective of fostering critical thinking skills and participating in advanced academic endeavours, particularly in foreign countries. The report also emphasises the pragmatic utilisation of language proficiency, including the capacity to interact with persons globally, which is crucial for thriving in international business and residing in foreign nations. The focus is on developing marketing methods within firms and enhancing job chances. Proficient utilisation of the internet, mastery of employment interview techniques, and broadening one's knowledge are recognised as essential talents.

Furthermore, the study highlights the individual advantages of linguistic fluency, such as engaging in global travel, earning social recognition, making impactful speeches, and effectively interacting with people. These abilities enhance an individual's capacity to make income and boost their self-confidence. Acquiring knowledge about various cultures and preserving healthy brain function and reasoning abilities are also significant advantages. Finally, the research emphasises the significance of language proficiency in augmenting employment opportunities worldwide, strengthening problem-solving and critical thinking abilities, and contributing to the comprehensive growth of an individual's character. The ability to communicate effectively is essential in convincing and attracting clients to buy products, highlighting the extensive influence of language skills in several areas of life. Considering the multitude of

advantages associated with proficient speaking abilities, it is imperative for English educators to give greater importance and dedicate more attention to the cultivation of these talents. Improving speaking skills is extremely beneficial for the overall development of English Language Learners' performance. Hence, educators must develop a range of tactics and methodologies to improve students' speaking skills, as effective verbal communication is highly crucial in today's society.

In today's global market, it is essential to showcase one's expertise in verbal communication. The genuine gauge of genius is the capacity to proficiently showcase one's oratory prowess and convincingly sway others. Proficient communication abilities, especially in verbal expression, are essential for influencing and satisfying diverse groups, including listeners, employers, coworkers, co-learners, or clients. These skills are indispensable in various domains of life. Therefore, it is essential for EFL/ESL teachers to have a deep understanding of the present social environment and make a concerted effort to cultivate these oral communication skills in their English language learners (ELLs) by utilising the latest teaching approaches for speaking proficiency. Hence, it is imperative for teachers to replace obsolete methods and approaches with contemporary and innovative ones that effectively captivate learners, fostering dynamic involvement in the activities carried out in conventional English classes. In addition, the teachers' burden is reduced when they embrace a positive attitude towards the demands and preferences of English Language Learners (ELLs). In order to enhance the educational

experience for English Language Learners (ELLs), teachers should shift their focus from a teacher-centric strategy to a learner-centric approach. This will allow ELLs to actively participate in the various teaching and learning activities that occur in English classrooms. Moreover, it inspires individuals to participate in autonomous cognition and exertion in order to achieve the specified responsibilities with exceptional performance.

To improve the speaking skills of their pupils, English teachers need to utilise several techniques, as certain EFL/ESL learners have a strong dislike for making mistakes, while others naturally tend to be shy. This effect is particularly noticeable among individuals who speak the language as their first language. At this juncture, English educators may integrate pleasurable linguistic activities into their instructional sessions to motivate students to actively participate in English discourse within the classroom. Generally, most learners have a strong inclination towards engaging in game-based activities during classroom sessions. It is customary for children to frequently ask for further games, as it brings them happiness. When learners actively participate in these games in a pleasurable environment, their speaking skills will undoubtedly improve dramatically. In the early stage, it is imperative for the teachers to introduce engaging activities, such as a game in which pupils are required to make educated guesses about the object they are carrying on their wrists. In this context, the professors firmly hold an object between their wrists and ensure its confidentiality, while the learners are required to persist in making conjectures about it. Undoubtedly,

participating in such activities improves the speaking skills of English Language Learners (ELLs).

The learners are given the opportunity to make informed guesses about unknown objects and express their opinions independently. This leads to the creation of several possibilities and the construction of numerous phrases in a supportive learning environment. Hence, it is imperative for teachers to integrate these activities into their regular courses in order to actively include English Language Learners (ELLs) and improve their oral communication skills. Thus, motivated by the guidance of their teachers, the students persist in articulating their thoughts, relying solely on factual knowledge that has been previously stored in their memory. Afterwards, the teachers could improve this activity by encouraging the learners to share details about their parents, preferred books, or closest companions. Thus, these exercises unquestionably offer learners a chance to gain speaking skills in an enjoyable manner.

EFL/ESL instructors can include the brainstorming technique into their lectures to motivate English language learners (ELLs) to produce a larger quantity of sentences and autonomously generate novel ideas pertaining to the given subject. This technique allows learners complete latitude to express any important concern pertaining to the subject matter. Learners will spontaneously develop a variety of notions due to the lack of clear constraints for communicating their ideas. Therefore, it is advisable for ESL/EFL instructors to incorporate this brainstorming technique into their classrooms in order to actively involve ELLs in activities and promote the

enhancement of their speaking skills effortlessly.

Implementing role-play activities in the classroom is a highly advantageous practice for English Language Learners (ELLs) to improve their oral communication abilities. Role-plays are a highly efficacious method to incorporate into English classrooms throughout the intermediate phase in order to augment learners' proficiency in spoken English. The instructors are required to arrange the students into pairs and allocate them different subjects to present in the classroom. The teachers allocate a designated period of ten minutes for preparation, following which they may direct the learners to execute the assigned tasks. The educators must stimulate and ignite the learners' motivation while they prepare for the task. By providing sufficient motivation and ongoing guidance, the learners aim to proficiently carry out the specified task and seek to express grammatically accurate sentences. The English classrooms offer ideal prospects for English Language Learners (ELLs) to improve their spoken language skills by participating in role-plays that replicate real-life situations within the framework of contemporary culture.

Participating in collaborative activities, such as working in pairs or groups, significantly enhances learners' speaking abilities by providing them with opportunities to articulate their perspectives and opinions within a supportive setting. English teachers must take into account the learners' requirements and interests while selecting themes for these exercises. According to Rao S. P. (2018), it is advisable

for teachers to take into account the requirements and preferences of learners when selecting themes. This would inspire learners to participate more actively and enthusiastically with the provided subjects.

Therefore, teachers should have a more positive outlook towards learner-centered methodologies in order to effectively engage learners, with a specific emphasis on activities that improve speaking abilities. When learners participate in collaborative activities, such as working in pairs or groups, they want to work independently and enhance their spoken language production by generating a large number of phrases. Undoubtedly, this will be beneficial for English Language Learners (ELLs) as it will boost their self-confidence and inspire them to actively participate in speaking activities whenever and wherever they have the opportunity to interact. It is imperative for teachers to provide more opportunities for learners to actively participate in pairs or groups in order to enhance their speaking proficiency.

Story-telling can be utilised by teachers in English classrooms as a way to improve the speaking abilities of English Language Learners (ELLs). The teachers employ this approach to create situations and encourage English Language Learners to continue with the storytelling. Afterwards, the English Language Learners employ deductive thinking and produce statements that are directly relevant to the given situation. The learners demonstrate their autonomy by selecting their own responses and grammatical structures, with the goal of producing a high quantity of sentences to finish the story. Moreover, there is no definite criterion to omit any elements of the

children's narratives since they are completely fictional and lack a basis in reality. This strategy encourages full engagement from all English Language Learners (ELLs) by requiring them to contribute at least one sentence to successfully conclude the story. Therefore, it is essential for teachers to inspire their pupils to produce a wide range of phrases, therefore promoting substantial development in their oral communication skills and inventive talents within an enjoyable and rewarding setting.

An additional approach to improve the speaking skills of English Language Learners (ELLs) is to expose them to English music and motivate them to engage in singing. Music is well recognised as a highly efficient means of acquiring and honing intonation and communication abilities. Accessible songs aid learners in keeping vocabulary and phrases when they are easily understandable and may be listened to and sung. Moreover, music assists learners in developing the skill to articulate English rhythm with greater authenticity. By unconsciously imitating, learners may gain the capacity to articulate sentences in a manner identical to that of native speakers. A very commendable choice for English as a Foreign Language (EFL) or English as a Second Language (ESL) learners is the song "Tom's Diner" performed by Suzanne Vega. The song adeptly portrays typical circumstances and happenings utilising direct and uncomplicated language. Furthermore, films offer distinct benefits for English Language Learners (ELLs) seeking to improve their English speaking skills. By watching films, learners have the opportunity to develop their listening skills,

pronunciation, vocabulary, idioms, and slang. To improve the speaking skills of English language learners (ELLs), EFL/ESL instructors should use music and films in their lessons as these might strengthen students' linguistic abilities.

Mastery of verbal communication is essential for individuals to excel in the highly competitive global environment. Therefore, English teachers must utilise several techniques in their classrooms, selecting simple and useful materials that promote increased involvement and concentration among English language learners (ELLs) in enhancing their oral communication skills. The objective of this research is to highlight the importance of oral communication skills in English education. The significance of foundational English language abilities has been thoroughly discussed. The importance of oral communication skills in English as a Foreign Language (EFL) or English as a Second Language (ESL) courses has been well explained. Furthermore, the importance of teaching verbal communication skills in academic environments has been proven. Later, a detailed explanation has been provided on the many types of speaking situations and the main advantages of having proficient speaking skills. Furthermore, this text provides a comprehensive explanation of several techniques aimed at improving the oral proficiency of English as a Foreign Language (EFL) or English as a Second Language (ESL) learners in a classroom setting. Ultimately, the teachers receive recommendations to improve the oral communication skills of English Language Learners (ELLs) in their English classes. Furthermore, it is advisable for English

Language Learners (ELLs) to follow the directions given by their teachers in order to enhance their oral communication skills.

Oral communication ability is essential for English Language Learners (ELLs) since it allows them to successfully showcase their communication skills for various purposes. Consequently, teachers should prioritise improving the speaking skills of English Language Learners (ELLs). In order to accomplish this goal, educators must refer to the latest resources and utilise many approaches and strategies to improve students' oral ability in English classes.

The educators should furthermore choose appropriate resources that are tailored to the learners' level of ability. Moreover, it is crucial for educators to actively encourage learner participation in classroom dialogues, as this significantly boosts their verbal communication skills. In addition, the learners must autonomously create situations to actively participate in verbal interaction, both within and outside the classroom. In addition, the learners must comply with the instructions given by their professors in order to improve their speaking skills. In order to speak effectively in any given circumstance, learners must conscientiously apply the guidance imparted by their teachers, as it is advantageous to their advancement. Consequently, EFL/ESL instructors must employ several strategies and techniques in their instruction to ensure their students achieve proficiency in their oral communication abilities. In relation to this issue, it is imperative for English Language Learners (ELLs) to make substantial endeavour in enhancing their oral proficiency and allocate additional time to actively participate in such endeavours in

order to showcase their competencies in the contemporary society.

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