

MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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<http://mentaljournal-jspu.uz/index.php/mesmj/index>



APPROACHES AND STRATEGIES FOR TEACHING SPEAKING SKILLS

Khonzoda Khayrullayeva

Teacher, Department of English Language

Linguistics and Literature, Institute of the Peoples

Languages and Cultures of Central Asia,

Samarkand State University named after Sharof Rashidov

Samarkand, Uzbekistan

ABOUT ARTICLE

Key words: teaching speaking, ESL learners, communicative language teaching, collaborative learning, speaking skills, fluency, multimedia presentations, vocabulary development, direct method.

Received: 01.04.26

Accepted: 02.04.26

Published: 03.04.26

Abstract: This article discusses the importance of teaching speaking skills to ESL (English as a Second Language) learners. It explains that teaching speaking involves helping students produce correct English sounds, use proper stress and intonation, select appropriate words according to social context, organize their ideas logically, and speak fluently. The article emphasizes that interaction plays a crucial role in developing speaking abilities, and communicative language teaching along with collaborative learning provides effective opportunities for students to practice real-life communication. It also highlights various instructional strategies such as multimedia presentations, vocabulary charts, the direct method, and sheltered instruction to support language learning. Special attention is given to the use of visuals, videos, and interactive tasks that help ESL students understand academic language and expand their vocabulary. In addition, the article discusses the SIOP model as an effective approach for supporting English language learners in both language and content learning. Overall, the article concludes that creating an engaging, supportive, and interactive classroom environment helps ESL learners improve their speaking skills and achieve academic success.

Introduction. What is meant by "teaching speaking" is to teach ESL learners to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

For ESL students to understand academic language, speaking skills development is essential. Utilizing multimedia presentations is one technique to aid students in making verbal connections. To make the content understandable and clear, multimedia presentations employ a range of strategies, including words, images, and multimedia . This makes it possible for all students—especially those who are ESL learners and have a limited academic vocabulary—to acquire knowledge and language more easily. Utilizing vocabulary charts is another approach to enhance speaking. For important vocabulary words, the charts provide a definition, an example, and a sentence (Echevarria, Vogt, & Short, 2013). These charts aid in vocabulary comprehension and are especially beneficial for ESL and pupils with limited academic vocabulary. Students will speak more frequently as their vocabulary grows, which will enhance their general speaking abilities.

Methodology. The direct method of instruction is a great strategy to help ESL students develop their oral communication abilities. The direct approach emphasises language more so than grammar rules (ESL.FIS.edu, 2014). The Direct Method allows for the sole usage of the target language, in this case English (ESL.FIS.edu, 2014). Active engagement will be required to make sure that everyone, especially ESL students, is able to understand the academic jargon

utilised. Students' oral and speaking abilities will improve as a result of this involvement. To ensure that the students have understood the lecture topic, open-ended questions will be asked of them. Open-ended inquiries aim to extract more information than a simple "yes" or "no" and promote conversation. In order to help students comprehend crucial words, students will also receive a four corners vocabulary handout and have key terms clarified.

Results. Sheltered content education can also help with speaking abilities. If ESL students are not particularly proficient in the terminology being used, visuals and demonstrations as part of sheltered topic training might assist them grasp and find meaning in the instruction (Echevarria, Vogt, & Short, 2013). The pictures in the presentation will be more helpful to them because kids with different skills may find it challenging to digest excessive amounts of aural information (Echevarria, Vogt, & Short, 2013). Making the lesson and the material relevant and intriguing will help teachers maintain student engagement and provide significant brain stimulation (Echevarria, Vogt, & Short, 2013). More pleasure areas in the brain are activated during active learning than during knowledge memorization, according to research (Echevarria, Vogt, & Short, 2013, p. 145). Students are more likely to retain material if they enjoy the class because it will appear more relevant to them. The more information a pupil retains, the more at ease they will feel, and as a result, their speaking abilities will advance. Students' comprehension of the material being taught can be aided and their interest maintained through the use of a combination of images, words, and videos.

Example (See Appendix A)

Instead of just listening to a lecture, visuals can assist ESL students understand the topic and relate to it better (Echevarria, Vogt, & Short, 2013). Videos can also support the message that is being presented by displaying the same information from two different sources. Giving pupils concept charts, which include a picture, definition, and phrase for each vocabulary word, helps them better understand the main terms (Echevarria, Vogt, & Short, 2013). The knowledge can be efficiently conveyed to the class by employing illustrations/visuals, multimedia, speaking and oral skills, etc. If an ESL instructor instructs in their mother tongue, the pupils will learn how to speak that language. Teachers should speak slowly, enunciate clearly, and give pupils time to comprehend the material (esl.fis.edu, 2014). Appropriate words may elude a learner as they attempt to connect their second language and their home tongue. Conversational English is understood by many persons who speak English as a second language. While the learner may be able to grasp English used in conversation, they frequently have trouble with more complicated English in educational contexts (Echevarria, Vogt, & Short, 2013). It is possible to obtain a more precise knowledge of the subject being taught by allowing

for alternative ways for pupils to communicate. When an English language learner is unable to comprehend the precise meaning of the words being used, this might be accomplished by using gestures or visuals to communicate. By allowing for more communication channels, knowledge gaps can be filled, resulting in increased success for English language learners (Larsen-Freeman, 2012). The desired message will be more consistently conveyed to the learner when pupils are able to communicate effectively and feel confident that they have the resources to ask questions if they do not understand anything.

Using language to talk about language

When they cannot comprehend another speaker or when they become aware that their discussion partner has not understood them, language learners are frequently too ashamed or bashful to say anything. By reassuring them that misunderstandings and the need for clarification can happen in every sort of conversation, regardless of the language proficiency of the participants, instructors can assist students in getting over this reluctance. Additionally, instructors might provide students with words and phrases to use for comprehension checks and clarification.

Discussion. Teachers can establish an authentic practise environment in the classroom by encouraging students to utilise clarifying words when there is a misunderstanding in class and by responding positively when they do. Students will build confidence in their capacity to manage the many communication circumstances they may come into outside of the classroom as they gain control over various clarifying tactics.

Here are some suggestions for English language teachers while teaching oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."

- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Last but not least, students who speak English as a second language may have difficulty with both language and subject. Teachers of students who speak English as a second language may find the SIOP model, also known as the Sheltered Instruction Observation Protocol model, to be helpful (Echevarria, Vogt, & Short, 2013). Teaching ESL children effectively requires a focus on content and a safe learning environment. Both the academic language and the content should be used together (Echevarria, Vogt, & Short, 2013). Teachers frequently fail to comprehend why students struggle in class when they hear them speaking English rather effectively in the hallway. Teachers need to be aware that although a student may speak English fluently in conversation, they may have limited vocabulary, which makes it difficult for them to succeed academically (Echevarria, Vogt, & Short, 2013). Students who receive assistance in expanding their vocabulary and developing speaking abilities will be better equipped to succeed.

Speaking is the process of verbally communicating. To communicate with others or share information, one uses words, sounds, gestures, and intonation. Speaking is a crucial component of communication and is necessary in almost all contexts, such as social, scholastic,

and professional ones. It includes the capacity to communicate ideas, share information, and promote understanding through clear, assured, and effective expression. People with good speaking abilities can connect with others, convince others, and present ideas in an engaging and succinct way. Through the use of various strategies and techniques, educators can create a supportive and engaging environment that fosters confidence, fluency, and critical thinking abilities. These strategies range from personalizing the learning experience to incorporating technology and peer-to-peer feedback. Additionally, educators can also focus on developing cultural competence and intercultural communication skills to promote inclusiveness and diversity in their classroom. By adopting a targeted approach and experimenting with innovative techniques, educators can foster a generation of students who can communicate effectively and confidently, setting them up for success in all areas of their lives.

Conclusion. In conclusion, developing speaking skills is a fundamental part of teaching English as a Second Language. Effective speaking instruction helps learners produce correct sounds, use appropriate stress and intonation, organize their ideas clearly, and communicate confidently in different social contexts. Interaction plays a key role in this process, as students improve their speaking abilities through communication with teachers and classmates. The use of communicative language teaching and collaborative learning creates meaningful opportunities for students to practice real-life communication. In addition, various instructional strategies such as multimedia presentations, vocabulary charts, the Direct Method, and sheltered instruction support students in understanding academic language and expanding their vocabulary. Visual aids, videos, and interactive activities make learning more engaging and help students better comprehend the material. Furthermore, approaches like the SIOP model allow teachers to combine language learning with subject content, making lessons more effective for English language learners. When teachers create a supportive and interactive classroom environment, students become more confident and willing to express their ideas in English. Overall, the development of speaking skills not only improves students' language proficiency but also increases their ability to participate successfully in academic and real-life communication.

Appendix A: Four corners vocabulary example.

Four Corners Vocabulary

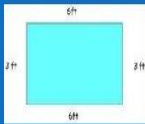

Vocabulary Word: perimeter	Illustration: 
Definition: The distance around the shape	Sentence: Mrs. Grube asked the student to measure the <u>perimeter</u> of the rectangle.

FIGURE 3.5 Four Corners Vocabulary Chart

Illustration (1) 	Sentence (2) The fluffiest clouds, that look like cotton, are called <i>cumulus</i> clouds.
Definition (3) A white billowy cloud type with dark, flat base (from the Latin <i>cumulus</i> , meaning a "heap.")	Word (4) <div style="text-align: center; font-size: 1.2em;"><i>cumulus</i></div>

Vogt & Echevarria, 2008, pp. 40-41

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