The Significance of Speaking Skill for EFL Learners

Dr. L. Suriya
Guest Faculty, Department of English and Comparative Literature
Madurai Kamaraj University, Madurai

Abstract
This research highlights the importance of speaking ability. A researcher uses a communicative approach to improve students' speaking skills in the classroom. The researcher can pay special attention to the problem of those students who are structurally prepared but cannot communicate accurately. The researcher focuses on the critical processes of normal communication of students and thus participates in classroom activities that allow students to "use language appropriate to a given social context."

Keywords: Speaking Ability, Communication Facilities, Dialect, Accuracy and Fluency

Introduction

English has become a universal language. In countries, it functions as a lingua franca. It is indeed spoken, studied and observed in countries where it is not an indigenous dialect. A wide range of industries, including advanced thinking, banking, computing, tourism, building, medical, and education depend on the use of English. The website we visit, the online communication tools we have at our disposal, and the computer programs we develop today are all in English. English is the language used for the majority of the survey work. Everything written and recorded in this dialect is examined more broadly. Consequently, English is taught and acquired as a modern dialect all over the world.

Language serves as a means of communication. We sense the thoughts of others, communicate with them, and express our own thoughts. Anywhere there is speech, communication is applied. We are unable to communicate with one other without dialogue. Speaking fluency is therefore crucial for learners of any dialect. Language is reduced to meaningless writing in the absence of discourse. Within the confines of our community, dialect use is a movement. Dialect is used in a variety of contexts. Individuals who work as analysts in language research instituted or restorative research institutes are gathered at their place of employment to practice speaking clearly and expressively so that they can interact effectively. All communication gapes result from miscommunications and issues.

To be an adequate communicator, one must master all four dialectal skills, i.e. tune, speak, skim and compose, but speaking provides the speaker with several clear focal points. The speaker's preferences are given when they can largely articulate their ideas,

presumptions, and emotions in a few well-chosen words. It's very important to share your ideas with others. As Robert ice famously observed, "I am a book essay in hindsight, I speak to get it, I teach to learn," we come to a greater understanding of our belongings when we converse with others. Clearly expressed discourse surely reflects clearly expressed judgement.

However, teachers have long been aware of this in the context of teaching foreign languages. For students, the issue is who can communicate effectively but lacks structural competency. It was required to address the procedures of accustomed conversational communication in order to resolve this issue. As Keith Johnson quotes Newmark (Communicative Approaches and Communicative Processes, Psycholinguistics and Language Teaching Methodology), "Newmark's opinion that 'appropriateness' is something other than 'structurally correct'" finds its place in current thinking in linguistics.

According to Keith Johnson, there are three steps involved in using language: gathering pragmatic information, evaluating the statement so that it can be compared to the speaker's purpose to see if there is any potential conflict, and then coming up with the next statement. The evaluation and scanning procedures ought to be quick and instantaneous."The ability to do this is what we generally mean by language ability..." says Keith Johnson (Communicative Approaches and Communication Processes, Psycholinguistics and Language Teaching Methodology, p. 425).

As a result, the analyst uses techniques and policies that help students improve their communication abilities. However, there is still the issue of how to assign a "communicative goal" to students in a way that will enable them to understand both the correctness and the true meaning of an expression. When it comes to "communication" on a particular subject, one student must be unconscious and the other conscious for the interaction to truly take place. Information is transmitted to the ignorant by the knowledgeable. As Lyons (1968: 413) says and quotes Keith Johnson (Communicative Approaches and Communicative Processes; Psycholinguistics and Language Teaching Methodology, p. 426), Lyons (1968:413) "If the hearer knows in advance that the speaker will inevitably make a given utterance in a certain context, it is obvious that the utterance does not give him any information when it occurs; there is no 'communication'.

The researcher conducts exercises linked to the secondary education requirement of developing communication competence during the lesson. Students receive notices in English regarding these activities. The students are given real content by the researcher.

One of the most amazing types of this kind of fabric is newspaper. It contains writings based on reality. Reading the newspaper "gives them an opportunity to think about the dialect as it is used in an authentic context..." (Freeman D.L., Methods and Standards in Language Educating, Psycholinguistics and Dialect Teaching Methodology). This way, elementary students can apply everything they learn in the classroom to the outside world. It also provides an opportunity to "expose students to a variety of dialects in a variety of situations..." (Freeman D.L Methods and Standards of Dialect Instructing)

For instance, a researcher assigns students to read an article about the Indian cricket team's performance in the semi-final of a sporting competition. Students are asked to replicate the words they studied in the first portion, according to the researcher. The analyst now requests that they set the expectation that they will get input from their listeners on a constant basis. Students simultaneously take on the roles of performers and audiences. Throughout the exercise, the instructor serves as a communicator. This effort demonstrates genuine communication as student close the data gap. Reasoning behind researching communicative aim. You can truly benefit from the accent when you share ideas because not everyone understands what the other is saying.

The Picture Strip Story

In the following process, one student holds the photo strip, shows the other students the first picture, and asks them to guess what the second picture will be just. After seeing the moment picture, the understudies compare it to what they had anticipated and use that information to construct an encouraging story. At that point, they are questioned about what the third photo will look like, and so on. As they make their own predictions, this entertainment gives the understudies the freedom to choose their own words and ideas. They also receive constant criticism. They go towards the conclusion of the tale as the tape opens.

Role-Playing

The co-communicator is the analyst's role in this method. The investigator creates several group based on undergraduate studies. Two students are selected from each group for two distinct roles. The other pupils watch them in action and modify their dialogues accordingly. Students in the audience then give them their critiques. Although it has less of an impact on development than their bond, they do learn how to collaborate. Pupils who get criticism from their peers either don't lose confidence or are even inspired to improve and broaden their knowledge. Students may occupy a variety of roles, such as that of a doctor-patient, teacher-student, parent-teacher, boss and his subordinates at a meeting, etc.

Conclusion

The analyst provides as many opportunities as possible for pupils to learn about various phonetic forms, their implications, and their potential in various social contexts. He also make an effort to ground them as much as possible in reality. The researcher's flexible exercise recommendations provides students with opportunities to apply course material in real-world contexts. Students gain confidence when they can communicate more confidently.

References

1. Bartlett, M.S. (1947) The use of transformations. Biometrics, 3, 39-52. doi:10.2307/3001536
2. Freeman D.L (Techniques and Principles in Language Teaching, Psycholinguistics and Language Teaching Methodology).
3. Johnson Keith (Communicative approaches and communicative processes, Psycholinguistics and Language Teaching Methodology).
4. Johnson, K., & Morrow, K. (1981). Communication in the Classroom.: Applications and Methods for a Communicative Approach (Longman Handbooks for Language Teachers). Addison-Wesley Longman Ltd.
5. Lynos (1968 : 413), Johnson Keith Communicative approaches and communicative processes, pg. 426.