

The Common Strategies Can Be Used Simultaneously by Teachers and Learners to Develop Speaking Skills Furthermore

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Abstract: This article comprises an investigation about the problematic that causes obstacles in acquisition/learning speaking skills. The researcher attempts to find out each problematic throughout the history of The Methodology which conducted much hypotheses to explain the main factors involve in the deficit in both teaching and learning speaking skills. What's more, is that to focus on the best strategies can be used to promote teaching effectively, and wise like, encourage every student to participate confidently, talking smoothly to express himself without fear or/and anxiety, this means those students can overtake the most two psychological elements are representing threat and hinder when implementing speaking skills. This research paper tries hard to state clear answers reply these questions: which the best strategies can be used to facilitate speaking skills for teachers and learners, and what are the best solid materials fit the needs of students to achieve high standard (e.g. to lead student to be as a native like).? How much these materials are cost? Are teachers must support themselves to some promotion in their career, by research for new ways not stay with ways depend on "chalk and talk", in other words, help their student to be active, and their teaching to be more interesting and use interactive methods which change teaching from boring role of teacher to role of active and productive student role, not stay passive looking for spoon-feed, yet he/she feels that they take apart to be well-educated person doing their tasks properly. No doubt, speaking skills can be approve evidence that ensure the learner mastering language or not. In short, to sum up this research paper, there is final result from gathering data using only one instrument, the Check List Observation which be analyzed and discussed to show scientific findings according to SPSS criterion.

Keywords: Speaking Skills, SPSS criterion.

1. INTRODUCTION

Gomathi, (2014) defines language learning, which is a skill that can be acquired perfectly through constant practice and continuous exposure to the target language, the available resources should be completely tapped so as to provide an encouraging atmosphere for learning and practicing the language. Gomathi discusses the purpose of learning any language is to communicate effectively and no communication is possible if one doesn't get a chance to communicate. Chowdhury, (n, d) cites Building on Hymes, (1972), Canale and Swain, (1980) developed a more refined framework for communicative competence which can be used for the purpose of curriculum design and evaluation in L2. Their model proposes that communicative competence includes grammatical competence (i. g. knowledge of vocabulary, rules of morphology, syntax, and phonology), discourse competence (i. g. knowledge of how language is used in context), sociolinguistic competence (knowledge of the rules and norms appropriate for L2 use), and strategies competence (i. g. knowledge of the strategies which can be used to compensate for knowledge gaps which may lead to breakdowns in communication). Alam & Dr. Uddin, (2013) states that National Curriculum (NC) clearly showed that language teaching is based on written examinations and Oral Communication Skills (OCSs) is ignored. Due to this, students' communication

skills remains poor and even language teachers themselves are not able to communicate in proper English. Dr. Uddin cites that according to Bashiruddin, (2003) and Panah, (2000) English language teachers (ELTs) are not proficient in speaking skills and this is the main obstacle in the way to teaching English in Pakistan. They have lack of awareness of new methods and approaches of teaching speaking skills. Khan, (2013) argues about English that can be considered as the lingua franca of the world, Khan cites in Littlewood, (2007) describes Communicative Language Teaching (CLT) as "a development within the crucial feature of the communicative "tasks" serve not only as major components of the methodology but also as units around which a course may be organized". Zhang, (2009) focuses on that in the past three decades, the Chinese English learner has greatly improved their four basic skills- listening, speaking, reading and writing. However, these four skills have not developed at the same rate. Otherwise, Zhang cited from Li, (2003) holds that speaking remains the most difficult skill to master for majority of English learners. They are still incompetent to communicate orally in English even though they might be able to read Shakespeare's works in original after years of study at school. Zhang cited the definition of fluency by Fillmore, (1979) who discussed fluency in terms of oral production and distinguished four abilities manifested in L1 oral fluency. According to him, a thorough consideration should be given to "fluency", "correctness", "flexibility and "creation", the four abilities involved in language production when oral fluency is measured. Other cited by Skehan, (1996) also stressed that fluency should not be separated from meaning conveyed by sentences because it reflected the learner's ability to cope with real communicative events. Oradee, (2012) clarifies English teaching and learning have a goal of focusing students so that they are able to use English for communication and as a tool for furthering their studies. In the process of teaching and learning the four language skills (listening, speaking, reading, and writing) are simultaneously performed. Normally, learners in an EFL context do not use the language in authentic situations. They possess inability in communicating appropriately and correctly. This leads to learners' lack of self-confidence and avoidance when communicating with native English speakers. In foreign language teaching and learning, ability to speak is most essential skill since it is the basic for communication. Moreover, using discussion, problem-solving and role playing can really interact speaking between teacher and learners as well as between learner(s) and learner(s) through communicative activities which include an information gap, a jigsaw puzzle, and games, problem-solving and role-playing. About learning strategies, (Atik, Burcay Burcu, 2006. Unpublished data) states the most learning strategies, as the following (a) Cognitive models learning briefly which views learning as an active. (b) Social-Cognitive models learning, focuses on both the individual learner and the social nature of learning beside other factors such as explanation not only for why strategies work, but also for how strategies can be taught. (c) Communication Strategies according to Dornyei & Scott, (1997) indicated that the reason behind the raise of second language communication strategies was the awareness of the mismatch between L2 speakers' linguistic knowledge and communicative intention. (d) Strategic Competence as a Component of Communicative Competence; the communicative competence concept arose at the time of Hymes' (1972) reaction to Chomsky's (1965) definition of linguistic competence. (e) Strategy Training Learners' use of the Strategies for Speaking Skills; in its origin, strategy-based instruction in other words strategy training is a learner-centered approach referring to formal classroom instruction for learners about their language learning and use strategies. Strategies-based instruction is a form of language teaching explicitly combining strategy training activities with everyday classroom language instruction; (Oxford, 2001; Cohen & Dornyei). (f) Component of Strategies-Based Instruction; which includes some component as follows (Oxford, 1990) strategy preparation, strategy awareness, strategy training, strategy practice and personalization of strategies. Rea and Mercuri (2006) cite Halliday (1978) who has suggested that people learn language "how to speak, read and write it" learn through language "all the world inside and outside the classroom", and learn about language "phonics, grammar spelling" as they develop their skills as literate beings. They do this all at the same time. Freeman (1998) refers to this as learning language as it used and students assimilate grammar, syntax, and semantic information when they are learning about history, science or math as language is repeated naturally across discipline. Understanding academic language and using it effectively in academic setting is essential for English language learners and native speakers of English alike (ibid). From my point of view still in my everyday school days I use to teach through some strategies such as (1) large group discussion: *Student discuss a topic in class based on a reading, video or problem the best guideline can be used is that a list of questions prepared to facilitate discussion.* (2) Think-pair-share: *To have students work individually on a problem or reflect on a passage. Students then compare their responses with a partner and synthesize a joint solution to share with the entire class.* (3) Brain storming: *Introduce a topic or problem and then ask for student input. Give students a minute to write down their ideas, and then record them on the board. An example for an introductory political science class would be, "As a member of the minority in Congress, what options are available to you to block a piece of legislation.* (4) Case studies: *To use real-life stories that describe what happened to a community, family, school, industry, or individual to prompt students to integrate their classroom knowledge with their knowledge of real-world situations, actions, and consequences.* (5) Active review sessions: (Games or Stimulations) *the instructor poses questions and the students work*

on them in groups or individually. Students are asked to show their responses to the class and discuss any differences. (6) Role-playing: Here students are asked to "act out" a part or a position to get a better idea of the concepts and theories being discussed. Role-playing exercises can be range from the simple to complex. (7) Jigsaw discussion: In this technique, a general topic is divided into smaller, interrelated pieces (e. g. a puzzle is divided into pieces). Each of a team is assigned to read and become an expert on different topics. After each person has become an expert on their pieces of the puzzle, they teach the other team members about that piece. Finally, after each person has finished teaching, the puzzle has been reassembled, and everyone on the team knows something important about every piece of the puzzle. Otherwise, these strategies picked out from (Active learning, (n, d) Retrieved, September, 2005. From University of California at Davis, Teaching Resources Center Web Site). What's more is, the learning and teaching strategies don't work, even if there are proper teachers and talented students without those students overtaking fear and anxiety. Janudom, Ratchadaporn & Wasanasomsithi, (2009) argue more other techniques that can be used as Drama and Questioning they believe that these techniques are most powerful to built up students' language with the goal represents satisfactions which improve students speaking skills' needs. Janudom & Ratchadaporn mentioned that the benefits of drama techniques or drama to speaking development are extensively acknowledged, they cite Hamilton and McLead, (1993), and drama is beneficial especially to speaking development. Moreover, they add one more cite of Wssels (1987) states that drama can reinforce a need to speak by drawing learners' attention to focus on creating dramatic situation, dialogues, role plays, or problem solving exercises. Kennedy, Ruth, (2007) focuses on the In-Class Debates. Firstly, Debates date back over 4000 years to the Egyptians (2080 B. C), and debates as a teaching strategy date back over 2400 years to Protagorus in Athens (481-411 B.C),the "father of debate" (Combs & Bourne, 1994; Freeley & Steinberg, 2005; Huryn, 1986; Snider & Schnurer, 2002). What's more is that, Students learn more effectively by actively analyzing and applying content in meaningful ways rather than by passively absorbing information (Bonwell & Eison, 1991),therefore, students benefit when instructors utilize instructional strategies that promote active engagement. (ibid).

2. POPULATION AND SAMPLE OF THE STUDY

The original population is all the person teachers and their students in their classes performing their speaking through target language and other tasks that show how much statements of checklist observation can be assessed by the researcher. In short, the researcher focused on ten different state schools all locate in Khartoum, the capital of my beloved country Sudan. Those schools chosen randomly to select. The following table and figures show the number distributed the checklist observation, the number of schools obtained each instrument will full-required info.

Data Analysis:

Table (1) Frequency and percentage Distribution of sample studs about check list study

Statement	Yes	No
1. About the sound : is it pleasant to hear	10 %100	0 %0
2. Can your students understand the words Sid?	10 %100	0 %0
3. Can teacher (he /she) (teach without becoming angry or making others angry?	10 %100	0 %0
4. is he /she tolerant and respectful his/her students opinions	10 %100	0 %0
5. During speaking skills , are there specific materials for speaking skills (textbook, exercises)	2 %20	8 %80
6. Can student respond appropriately?	9 %90	1 %10
7.The problems facing teachers can be regarded (money , textbook, teaching , aids, language , lab visual aids)	8 %80	2 %20
8. Is there any evaluation about speaking skills that has been taught?	3 %30	7 %70
9. Is there any plan considers individual differences	2 %20	8 %80
10. Are all activities follow and fit plan according to time management?	9 %90	1 %10

3. THE HYPOTHESES RESULT

The Result in above table (15) explain that the highest choice is recognized by the frequency and percentage distribution and showed that all sample study Response about statement (1 ,2 ,3,4) (100%)for each statement and not respond (80%)about statement (5 & 9) and (no respond (70%) about statement (8) and respond about statement (6 , 7 ,10) which are exemplified in (%90 ,80% .90%) respectively and the lastly said that all sample study agreeable about the chick list of the study show that the answers are in the positive direction .this is in line with what has been stated in the hypothesis.

4. FINDINGS

Of point of view of that observation's goals to investigate the difficulties and problems that have existed and all Sudanese students strive hard to overcome them to achieve excellent progress in speaking skills; so the researcher assumed what mentioned below as findings found out consequence to data analyzed systemically to SPSS.

1. The first three statements deal with teachers' production phase and all teachers have ability to speak naturally using reasonable voice to be clear enough to hear, also those teacher can master Phonetics (The sounds of language) and Phonology (The sound patterns of language) very well, but their students don't interact lively except a few of them. These students who stay passive really need more encouragement from teachers as well as motivation helps stimulating them to engage in activities of speaking skills.

2. From 4th till 6th Statements about practice phase where all teachers possess manner of responsibility towards their role to treat students kindly and to be tolerant when instruct and orient students. The matter appears during speaking activities there is no solid material supported any strategies in learning-teaching processes. Moreover, teachers lack the best ways used to correct and modify students' mistakes, beside they find difficulties when correct errors as natural output from students who do speaking impoverished to basic principles need to produce meaningful and balanced, accreted utterances. In short, the most interference factor seen as financial element which can much help to solve problems mentioned above.

3. From 7th to 10th they go on how teachers evaluate their students in order to decide whether they achieve progress leads to remarkable success or not. In other word how can teacher improve their teaching according to their students need and consider that our life cycle changed to be more evolved.

4. Still learners go through fear and anxiety from speaking and also there are no strategies to be adopted to use by either teachers or learners.

5. The policy maker of Education can make a big difference if they comprise such a plan for more bright future since they may have supported education field, introducing trendy attitudes to equip schools at all levels to be supplied by e. g. smart board, language labs and encourage competitions in diction of short speech, poems and debates about recent issues; that would be as good opportunity for development of education focuses on quality more than quantity.

5. RECOMMENDATION

The researcher recommended the following:

1. Framework must prepared carefully and designed for speaking skills which taught through integrated approach with the other skills, to avoid ignoring one skill.

2. Teachers can make differences when teach language to be used not only as subject in need for collecting marks or even get pass.

3. The decrease of students' fear and anxiety, the better atmosphere help more and more interaction between teacher and his/her students as well as students themselves.

6. SUGGESTION FOR FURTHER RESEARCH

Effective teachers and what makes a good teaching are badly needed because Arab speakers challenge not only speaking but maybe there are weakness on the other skills (listening, reading, and writing). Indeed these problems need a teacher should provide his/her students with solid material prepared for communicative strategies for teachers and learners. Teachers can model the new language at the beginning and students gain amount enough to combine their own language

teachers anticipate themselves gradually and let student taking risk on speaking skills, and correcting their common mistakes through feedback not directly because that embedded them go further in speaking skills.

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