

FORMATION OF ORAL SPEECH OF ENGLISH LANGUAGE LEARNERS

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ABSTRACT

This article is devoted to the objectives of teaching speaking. Learning a foreign language is not just a matter of memorizing a different set of names for the things around us; it is also an educational experience. Since our language is closely linked with our personality and culture, the process of acquiring a new language should be used for gaining further insights into our personality and culture. Learning to talk about students' likes and dislikes may bring about a greater awareness of their values and aims in life.

Keywords: teaching speaking, fluent speech, language skills, listening comprehension.

INTRODUCTION

Learning is more effective if the learners are actively involved in the process. The degree of learner activity depends, among other things, on the type of material they are working on. The students' curiosity can be aroused by texts or pictures containing discrepancies or mistakes, or by missing or muddled information, and this curiosity leads to the wish to find out, to put right or to complete. Learner activity in a more literal sense of the word can also imply doing and making things; for example, producing a radio program forces the students to read, write and talk in the foreign language as well as letting them 'play' with tape recorders, sound effects and music. Setting up an opinion poll in the classroom is a second, less ambitious vehicle for active learner participation; it makes students interview each other, it literally gets them out of their seats and – this is very important – it culminates in a final product which everybody has helped to produce. For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication [1-4].

METHODOLOGY

English learners no longer expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language. Speaking is one

of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students entered a junior high school, however, there are some difficulties faced by junior high school students to communicate in English. They have to think more often when speaking English. Of course, students need interaction with others (teacher, friends and so on) to communicate. Some teachers say that they still have difficulties to teach speaking to Junior students since something students are not able to express what is on their minds because their lack of actual language. Producing spoken language has often meant a difficulty and an obstacle for English learners. There might arise a question why. The answer is obvious. In the natural spoken language students are required to be aware of characteristics of fluent speech, such as reduced forms, use of slang or idioms, fixed phrases, collocations and most importantly the pace of speech. All of these have to be taken into consideration while practicing conversation in class. Without these, our spoken language would sound bookish and unnatural. To avoid this, it is essential to introduce and practice “real” communication with our students within the learning process. If it is neglected, it may be a reason why students are often shocked and disappointed when using a foreign language for the first time whilst interacting in foreign environment. They have not been prepared for spontaneous communication and could not cope with all of its simultaneous demands.

DISCUSSION

Speaking is one of the main speech activities [5-8]. The pupils exchange information by speaking. Speaking plays a great role in teaching English language. Without speaking the communication cannot be conducted. Speaking takes 30% of speech. Speaking is the best means of consolidation, assimilation of elementary linguistic English knowledge, cultivating habit and creating skills. The pupils of schools, lyceums and colleges will be able to use in speaking units of English language or expressions, words, word combinations, sentences [2-7]. They will assimilate actively and lastingly. Progress in speaking an English language is obviously impossible without the gradual assimilation of phonetics, vocabulary and grammars of the English language. It is advisable that the teaching of speaking should begin from the very first lessons. Teaching speaking is closely connected with the other speech activities such as listening comprehension, reading and writing. Listening comprehension and speaking are combined into oral speech and conduct oral speech communications. Without listening comprehension speaking cannot be created [9-12].

RESULTS

After listening and getting information we, the pupils can give the answers for the questions by speaking. By listening comprehension the pupils will know, get acquainted with words, word combinations, sentences and their pronunciation which seriously needs for speaking. Speaking is also connected with reading. By reading the pupils get new information, contents. This information is used in speaking.

CONCLUSION

By reading the pupils also consolidate, assimilate the pronouncing of words, word combinations, intonations. For speaking they are needed, they help to teach speaking. Speaking is closely connected with writing too. Writing helps to memory information and helps to speaking. So we can say speaking helps to teach listening comprehension, reading and writing.

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