

Ways In Helping People Do Things With English

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Rezumat

Este cunoscut faptul că vorbirea este o latură foarte importantă în procesul de predare-învățare a unei limbi. Studiul de față prezintă metode și tehnici care au scopul de a facilita acest proces și de a contribui la utilizarea cât mai corectă și mai fructuoasă a limbii engleze.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. Nowadays, many teachers agree that students should learn to speak the second language by interacting to others. For this case, students should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components, and make the English lesson more exiting. For this reason, the English teacher should apply appropriate method and technique of teaching speaking. The method used by the teacher is communicative approach. In communicative approach, language is primarily a tool of communication. Thus, learning a language means learning to perform communicative speech acts with it [2, p.83].

In general, speech acts are acts of communication. To communicate is to express a certain attitude, and the type of speech act being performed corresponds to the type of attitude being expressed. For example, a statement expresses a belief, a request expresses a desire, and an apology expresses a regret. As an act of communication, a speech act succeeds if the audience identifies the attitude being expressed which is realized in the language.

Studying English without practicing speaking is useless. Through speaking, one can express their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. We use word, phrases, and sentences to convey a message to a listener. A word is the smallest free form (an item that may be uttered in isolation with semantic or pragmatic content) in a language, while a phrase is a syntactic structure that consists of more than one word but lacks the subject-predicate organization of a clause. When we combine these words into one group, then it becomes a sentence [1, p. 117].

Many students regard speaking ability as the measure of knowing a language. These students define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication[3, p.826].

Speaking is also one of the language arts that is most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates.

According to O' Grady there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency [4, p. 3].

The goal of teaching speaking skills is to communicate efficiently. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to

avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Teaching speaking is the way for students to express their emotions, communicative needs, interact to other person in any situation, and influence the others [1, p.2]. For this reason, in teaching speaking skill it is necessary to have clear understanding involved in speech.

There are some activities to promote speaking:

1) Discussion. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class.

2) Role Play and Simulation. Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while. While simulation is very similar to role-play but here students can bring items to the class to create a realistic environment.

3) Interviews. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them become socialized. After interviews, each student can present the result to the class.

4) Reporting. In class, the students are asked to report what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

5) Prepared Talks. A popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation, because they are prepared, they are more 'writing-like' than spoken orally. However, if possible, students should speak from notes rather than from a script [2, p. 274].

6).Dialogue. It helps the students practice in speech, pronunciation, intonation, stress. The primary objective of using dialogue is developing student's competence (pronunciation, intonation, stress) in teaching speaking like native speaker. Again, sometimes spoken language is easy to perform, but in some cases it is difficult. In order that they can carry out the successful speaking, the students have to fulfill some characteristics of successful speaking activity such as:

1) Learners talk a lot.

2) Participation is even. Classroom discussion is not dominated by a minority of active participants.

3) Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it.

4) Language is of an acceptable level.

The main theme of this article has been to suggest ways aimed at increasing and developing students' communicative abilities. It's up to the teacher to find the most effective way of providing conditions for appropriate newly encountered language features. To achieve this goal, the teacher is to find a balance between interest and ability, security and challenge on the one hand, and to find a way the speaking activities are integrated into good lessons and used as the basis for teaching speaking skills.

Bibliography

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