

DEVELOPING SPEAKING SKILLS OF ESL AND EFL STUDENTS

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Abstract. *The article in question sheds light on the significance of having strong communication skills, particularly fluency in the English language, in many aspects of one's life. In addition, a full discussion is held on the benefits or advantages that speaking abilities provide in terms of seizing possibilities in the global economy. In addition to this, it places an emphasis on the development of learners' speaking abilities within an EFL/ESL classroom setting. This article places a strong emphasis on the role that a teacher plays in increasing learners' speaking abilities by utilizing a variety of methods, tactics, and approaches in English language classes. This is due to the fact that communication skills play an essential part in obtaining career possibilities in any industry.*

Keywords: *career, Interaction in the Classroom, Communication Skills, EFL/ESL, ELL, employment opportunities, learners, speaking skills, teachers.*

In today's highly connected, technologically advanced, and communicative world, the English language plays a pivotal part in the expansion of both global education and commerce. In recent years, one of the most significant challenges associated with English language learning (ELL) has been assisting students in developing the ability to utilize the language in an efficient and competent manner. Strong and engaging classroom teaching is one of the most important things instructors of English Language Learners (ELL) can do to help students overcome the challenges they face. Because it plays such a significant role in learning English as a foreign language or as a second language by providing ample opportunities for learners to be able to communicate with others without any hesitation or phobia, classroom interaction should be encouraged because it is a useful strategy to enhance learners' communicative competence. Interaction in the classroom should be encouraged because it is a useful strategy to enhance learners' communicative competence. It is without a doubt possible for students to obtain the knowledge of grammar and vocabulary that is helpful in enhancing their speaking abilities when they are able to engage with people in English classes in an active manner in order to participate in language learning activities. In the end, it causes individuals to become more proficient in communicating with others. Learners who have strong communication skills have a far better chance of landing good jobs and progressing further in their careers. This is a well-established truth.

The primary objective of a student of a language is to achieve proficiency in all four linguistic skills: hearing, speaking, reading, and writing. This is the way a language is acquired. The ability to read and listen are examples of receptive skills, while the ability to talk and write are examples of productive abilities. Because language skills are where the heart of language acquisition resides, instructors need to place a strong emphasis on developing these abilities in the classroom. The development of the learners' capacity to produce oral discourses should be the primary focus of all four of these language skills. In today's classrooms, English instructors use a wide variety of strategies and approaches to educate students how to improve their public speaking

abilities. Because communicative language teaching (CLT) is focused on real-life circumstances and is more beneficial in building communication skills among the learners, this is where the majority of their attention is placed. Collaborative learning is the other area of emphasis. Teachers should also emphasize the importance of collaborative learning in order to get students involved in a variety of task-based activities. It may be used in either an EFL or an ESL environment. Teachers need to pay attention to the learners' speech sounds, sound patterns, stress and intonation patterns, and the selection of acceptable words and phrases in accordance with the audience, social environment, subject matter, and scenarios they are teaching. This is necessary while instructing learners in speaking skills. In order for the students to utilize their language to convey their beliefs and judgements, the instructors assist the students in organizing their thoughts and ideas in a manner that is logical and meaningful. Because speaking is regarded to be one of the language production abilities, Brown (2004) has categorized different styles of speaking as follows, according to the goal of the speaker: imitative, intense, responsive, interactive, and extensive. The capacity to "parrot back" or otherwise repeat the words of others, whether as a word, a phrase, or a sentence, is referred to as "imitative speaking." This particular kind of repetition incorporates grammar and lexis, both of which are helpful when it comes to interacting in a conversation or communicating the message. Intensive speaking is the result of brief talks in which the students are required to perform activities such as reading aloud and filling in dialogues and phrases. When two people or two groups engage in responsive speaking, they engage in brief dialogues, small chat, and basic requests to make the interactions more real. The use of transactional language as well as interpersonal language is essential to interactive speaking. Transactional language is used for the purpose of information exchange, while interpersonal language is utilized for the development of interpersonal connections. Speeches, oral presentations, and the telling of stories are all examples of extended speaking, which is a more deliberate and formal approach of completing vast tasks.

In English classes, the role that instructors play in developing their students in speaking abilities is of the utmost importance. "Teachers have two primary functions in education: the managerial and the instructional functions," explains Vilar (2003). The one relates to the circumstances that instructors create for learning to take place, whilst the other refers to the information that teachers pass on to their students in the classroom. Because these roles cannot be separated, it is imperative that teachers do them concurrently in order to maximize the effectiveness of language training.

The instructors of the English language need to concentrate their efforts first on vocabulary and grammar in order to help students improve their speaking abilities. After that, they should concentrate on speech sounds, patterns of stress and intonation, and ultimately, patterns of sentence structure. Teachers should focus more on speech sounds, stress patterns, and intonation patterns since these are the key aspects that are necessary for speaking abilities. This will assist students to improve their vocabulary and have a solid command of grammar. After receiving adequate instruction in these spheres, the instructors are obligated to provide the students many chances to put their newly acquired knowledge to use in the context of speaking practice sessions. In addition, the instructors are obligated to lead various activities with a learner-centric emphasis, such as activity-based or task-based activities, which encourage the students to practice their speaking abilities in a setting that is representative of a traditional classroom. Here, instructors are able to implement a vast array of activities, including JAM (Just a Minute) sessions, role-plays, group

discussions, preparation for interviews and presentations, as well as preparation for students to deliver papers at conferences, seminars, workshops, and so on. Because the classroom is the primary setting in which students carry out the responsibilities associated with this activity, the role that instructors play is of the utmost significance in this context. They are responsible for preparing students for the careers that they will have in the future and for helping students become proficient in their speaking abilities. It has been brought to everyone's attention that English classes must prioritize the instruction of speaking abilities. Speaking abilities need to be given a higher priority if we want our students to be able to communicate successfully in any setting. In addition to this, a methodical approach to evaluating one's speaking abilities has been the primary emphasis.

As a result of the central role that communication skills play in today's society, it is increasingly the obligation of educators to instruct students in how to develop these abilities. Oral communication, often known as speaking, is essential to both one's personal and professional life. Therefore, in the classroom, English instructors need to place a strong emphasis on oral communication skills and inspire their students to use English not just in the classroom but also in their everyday lives outside of school if English Language Teaching is to be successful.

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