ISSN: 2181-1385
Scientific Journal Impact Factor (SJIF) 2021: 5.723
DOI: 10.24412/2181-1385-2021-4-53-57

HOW TO IMPROVE TYPES OF ENGLISH-SPEAKING SKILLS

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ABSTRACT

Many students master the fine points of English grammar but find themselves at a loss when it comes to actually having a conversation with native speakers. In reality, the only way to develop fluency in speaking is by huge amounts of listening, and then practicing. The following are a few tips for improving English speaking skills. Don't forget that listening is the foundation for speaking! When you also want to practice speaking, here are some suggestions for how to improve English speaking skills.

Keywords: how, improve, types, English, speaking, skills.

INTRODUCTION

When you ask a language learner what their goals are, almost everyone says "improve my speaking". When learning a foreign language, you'll find yourself talking with all kinds of native speakers – your teacher, servers in restaurants, taxi drivers and your landlord, so it's vital that you feel comfortable. Just like improving your writing, listening or any other skill, there are techniques you can use to improve your spoken English in a targeted way. Here are some of our favorites:

First of all, it's important to find native speakers to practice with. Learners who are living around many English speakers may be able to find informal opportunities to chat with neighbors and local business people. Joining a club or a volunteer organization can be a great way to get to know people informally. Another option is enrolling yourself to online classes that offer English-related courses like IELTS preparation course. If that isn't an option, consider hiring a private tutor. A lot of students find and meet with tutors online via tools like Skype or Google Hangouts.

MATERIALS AND METHODS

Make Sure to Listen as Well As Speak: When practicing with a native speaker, try to balance your listening and speaking. It's a good idea to prepare questions in advance so that the conversation will flow back and forth. If your conversation partner asks you a question and you answer at length, you can always turn the question back to your partner by asking, "What do you think?" or "What about you?"

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Record Your Conversation Practice: Recording is a great way to get the maximum benefit from a conversation with a native speaker. When you listen again, you can evaluate your own pronunciation and notice areas where you need to improve. You can also review the content of the conversation, take notes on new vocabulary or misunderstandings, and prepare questions for the next meeting.

Surround Yourself with The English Language: Another way to improve your English-speaking skills is to immerse yourself in English as much as possible. Watch movies or TV in English, with subtitles if you need them, and watch the same programs over and over. Most learner find that they understand more each time. Listening helps you become familiar with the rhythms and intonations of English. Once the sounds are familiar, try imitating them.

Practice with Music and Movies: Listen to music in English and sing along. Music is one of the best tools for learning intonation pronunciation. Listening to and singing songs might also help you remember vocabulary and phrases (if the song is easy to understand), and it will help you learn to pronounce English rhythm in a more natural way. By unconsciously imitating the singer, you'll learn to pronounce phrases the way native speakers do. One good song for ESL or EFL learner is "Tom's Diner" by Suzanne Vega because it uses simple language to describe everyday scenes and actions. Movies are a much better choice for learning English. You'll learn vocabulary, idioms, slang, pronunciation, and listening by watching movies.

Read Aloud: Reading out loud is a great way to practice speaking when there are no conversation partners available. Reading aloud gives you a chance to focus on pronunciation and pacing without worrying about coming up with words. Make sure to practice with material that you can understand. Some students find videos online that have transcripts. Many TED talks, for example, include word-for word transcripts of the talk. By reading aloud from a transcript, you can check your pronunciation by listening to how the speaker says something.

Talk To Yourself: Saying your thoughts out loud or narrating your actions ("I am drinking coffee, and now I'm going to open my book") can be a very effective way to practice spoken English. By talking to yourself, you can become more fluent in translating your thoughts into spoken words. Practicing alone is also a low-pressure way to practice, since no one will hear your mistakes.

RESULTS AND DISCUSSION

Learn phrases rather than single words: Another tip to increase your fluency is to speak using a variety of phrases rather than individual words. (You probably do this all the time in your native language.) Instead of automatically asking "Hello, how

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are you today?", mix it up by choosing other expressions like "What's up, man?" "Hey dude!" or "How ya going, mate?" (Be careful though: Some expressions will be very informal and not ideal for some situations!)

Information Gap: In this activity, pupils are supposed to be working in pairs. One pupil will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming: On a given topic, students can produce ideas in a time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling: Learners can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Learners also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews: Pupils can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion: This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Pupils can add new characters, events, descriptions and so on.

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Reporting: Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Learners can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture Narrating: This activity is based on several sequential pictures. Learners are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing: Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference: For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences.

CONCLUSION

Learning speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to pupils in developing basic interactive skills necessary for life. These activities make learners more active in the learning process and at the same time make their learning more meaningful and fun for them.

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