

Improvement of Learning Speaking English as a Foreign Language

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Abstract

English is very important for communication to many people in the world as being an international language. Besides, English is not native language the man who speaks is not native speaker, they must have different in attitudes and assumptions about the language. At the present, it is generally accepted that English can lead the people from all over the world to have different cultures together.

Teaching foreign language is a challenging task; in language learning, speaking skill is considered a core productive part of learning. With this in mind, this article investigates how speaking can be made articulate and smooth. Furthermore, this article also determines the relationship between reading and speaking proficiency and extent to which teachers-led reading can affect students' speaking performance. It is a known fact that lack of vocabulary makes learners stumbling and hesitant in speaking, because words precede communication ahead. In language learning hesitations/weakness in speaking can be overcome by encouraging learners to read a specific text. If teachers engage their students in worthwhile activities, such as providing appropriate and interesting reading texts in order to enable them to communicate what they have read. This article aims to reveal how reading gears speaking and reduces time in learning foreign language.

Keywords: Learning Speaking English; Foreign Language

Introduction

There are many factors that influence language learning process. To many language practitioners, motivation is a key element in the process of learning a second/foreign language. However, although necessary, it is not adequate. In fact, in an authentic, real situation, particularly outside the language classrooms, where the language learners are exposed to the language, having a high degree of motivation and even benefiting from an acceptable proficiency level may not necessarily suffice to initiate communication. In such a situation, the language learners have to start or participate in communication and then maintain it effectively (Matsuoka & Evans, 2005:12).

In communicative classrooms, teachers who favor communicative language teaching like to have motivated students who demonstrate high degree of willingness to communicate in the second/foreign language. A lack of willingness results in ineffective interaction and language

production (Freiermuth & Jarrell, 2006:58). So, it is true that the notion of Willingness to Communicate (WTC), which is actually the intention and desire to initiate communication, plays a key role in learning a second/foreign language (MacIntyre, Clément, Dörnyei, & Noels, 1998:72). Some researchers (e.g., MacIntyre, Baker, Clément, & Donovan, 2003:124; MacIntyre et al., 1998:140) have argued that a fundamental goal of L2 education should be the encouragement of willingness to communicate in language learning, because WTC is expected to facilitate the language learning process so that higher WTC among students leads to increased opportunity for practice in L2 and authentic language use.

When the goal of language teaching is to encourage learners to communicate effectively, it is really crucial to find out why some learners are reluctant to speak in language classrooms (MacIntyre, 2007:42). Such reluctance will make learners lose their interest in learning the language. They will thus notice they are not making any progress in their learning. The fact is that in an EFL environment such as Iran, learners are not exposed to English language outside classroom. There are not ample opportunities for the students to practice their language, and their practice is limited to classroom environment. If they do not take the opportunity to speak in the classroom, there is no other chance for them to practice their language. This will make the learners unable to develop their speaking ability.

Thus, speaking English is one of the most common problems which found much in Thai universities although the most foreign language seems easy. Nevertheless, its own have low impulsive students are less anxious in second language learning and English courses of bachelor's degree students. For this purpose, many students are avoiding enrollment in these courses due to problems such as shyness, grammar mistakes, unfamiliar situation, sense of isolation, self-consciousness and the fear of looking foolish, etc. (Gslina Kavalaukience, 2016:74) And also it was found in a study which had been conducted on the issue of students "low speaking performance indicated that English is highly regarded as the gateway to global marketplace and finding the way to improve English not only the students." Bassano, S., & Chirstison, M. (1987:201-207), Developing successful conversation groups. Particularly, the Ministry of Education has designed scopes take the English native speakers to instruct students in the university as much as possible so that to achieve the goals, they must be the master of English.

Importantly, students may not be recognized for the importance of language and they have no direction which is focused on grammar mistakes. Among these characteristics are: language proficiency level, memory, affect, age, gender, learning disabilities in L1, and background knowledge as well as aptitude, processing skills, background biases, motivation, and confidence level. (Joan Robin, 1994: 199-221)." As a result, mispronunciation related issues have raised interest around the world, because of the growing period of English as a global tool of communication, as many countries have the same problems of speaking English.

At this point, this study is to emphasize that “speaking in the foreign language is often cited by students as their most anxiety-producing experiences. (Hemerka, Vacav, 2009:10).” Some learners have difficulty speaking because they’re thinking too much about how to say, distinguished by other contexts, usually common symptom of an active stress response, and students are more likely to avoid the different languages to attain especially English subjects. In this case, when they reply a question in the foreign language may makes respondents feel stressful anxiety. Despite the fact that second language speaking anxiety is a common trouble in the teaching and learning English and first students may experience problems when performing orally.

1. Definitions of Speaking Skills

By the kind of speaking skills are defined in many sources to provide the communication, which are related to speaking easily and smoothly, learners try to communicate and express in the correct ways. However, learners have to know the language in the following;

For learners, speaking is an important tool for human being that can speak English in daily life. Despite of the fact that, English is a map for people to achieve their goals in the world of business and education, and this language emphasizes on grammar and structure of language. Bashir mentioned that, “Speaking is a productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. (Bashir, M., Azeem, M., & Dr. Dogar, Aship H., 2016: 37)

Barshir et al provided that “there are three kinds of speaking situations in which we find ourselves; interactive, partial, interactive, non-interactive.” Face-to-face conversation and telephone calls are cases of interactive speaking where interlocutors are completely speaking. The listener can ask for clarification, repetition, or slower speech from the conversation and speaking includes producing, receiving and processing information. (Bashir, 2011:23) “You can discover the purposes in your own and others’ communication which people communicate can help you interact with others more effectively. (Anita Taylor, Teresa Rogerant, Arthur Meyer, Thomas Samples, 1977: 4-211).

2. Definitions of Communication skills

Communication skills are the keys to achieve all of our goals. According to Grippo also said that communication skills are involved about 25 % of office activities, 50 % of management project level activities and 75 % of senior management level activities. Therefore, all levels of occupations have required communication skills. (J.A., Grippo, 2009:56)

People do often make the best speech and communicate throughout specific method to express with vocal or own accents; it is giving the variety of connecting through communication with social online and also a telephone. Communication means “the process of people sharing thoughts, ideas and feelings with each other in a commonly understandable way” (C, Hamilton, & C., Parker, 1996:31). According to the Saylor Foundation (2017:14), had

mentioned that communication is an activity, skill, and art that incorporate lessons learned across a wide spectrum of human knowledge. Perhaps the most time-honored form of communication is storytelling. We've told each other stories for age to help make sense of our world, anticipate the future, and certainly to entertain ourselves. The art of storytelling draws on your understanding of yourself, your message, and how you communicate it to an audience that is simultaneously communicating back to you.

3. Learning Speaking English as a Foreign Language (EFL)

In language teaching, teachers and learners are most played more English speaking skills to use in the classroom, and are an essential part of language course both school and college includes universities. Indeed, Harper stated that “beginners have the most difficulty in learning a new sound system. (Harper Alan G, 2017:52)” Because accent and pronunciation help students in direct way for improving English speaking ability, more confidence and more experiences of learners will take advantage in all parts of grammatical spelling, punctuation, accuracy, coherence and they will be able to speak effectively. Cayer, Green and Baker focused on the relationship between learning of speaking and learning other language skills. They discovered that speaking can improve reading and writing skills. However, it is obvious that teaching, speaking are ignored. It is claimed that “speaking is the heart of second language learning, despite its importance; speaking was until largely ignored in schools and universities.” (Cayer, R. Green. J. & Baker. E, 1971:12)

The learner can hardly understand anything at all, unless the speaker is talking about things the learner is observing, or unless the language being learned is closely related to some other language the learner knows. Through comprehension activities the learner can internal some vocabulary and some grammatical structures, which will help the learner to understand more in stage two, when she or she knows enough to actually converse in a simple way” Apparently, EFL students towards intellectual development rather than as first language as he/she has known already, then, learners should make a plan and lesson from L1 to L2 within their limited command to achieve the target language (L2).

Using Activities to Improve Speaking English

Harmer proposed that speaking activities enable students to practice discussions which take place outside the classrooms in the form of free discussions. He maintains that speaking activities provide feedback for both teachers and students in the sense that the teacher can assess the strengths and problems of the students in speaking English, while the students can realize what a particular kind of speaking activity is, and what they might need to do to improve their speaking competence. (Harmer, J. 1991:4)

Stephen noticed that speaking activities can be divided into three important types: (a) controlled activities, (b) guided activities and (c) free activities. Controlled and guided activities are important with regard to improve accuracy. In contrast, free activities are an essential for

enhancing fluency, repetition drills are examples of controlled activities, guided conversation is an example of guided activities, and storytelling is a type of free activity. (Stephen, J. 2017:53)

Budden suggested that some activities for teaching EFL speaking. These activities include interesting and motivating topics, such as press conferences, discussions, fashion statements, talking about the past, one word stories, conversational English, consequences, role play, shopping role plays, telephone role plays, shopping service role plays, storytelling grid, in storytelling. (Budden, J., 2017:82)

Kayi provided that “ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful task that promote oral language. These classroom activities which can be used for teaching and speaking include role – plays, simulations, information gaps, storytelling, interview, story completion, reporting, playing cards, picture narrating, and picture description. However, speaking activities should be suitable and useful for the learners. In designing these activities, the teacher should bear in mind the level of the student and the purpose of the activities. (Kayi, H, 2006: 74) Apart from that, Lim presented the following ideas that should be kept in mind when planning speaking activities:” (Lim, K., 1993: 38)

Furthermore, Lunpraphan studied problems in speaking English found that students requested activities that motivated them to use English with all four skills. The teacher should encourage students with interesting activities and make them practice their speaking English. (Lunpraphan S., 2004:1)

The students will be confident if his/her pronunciation or accent is excellent, an increased exploring to English which gives student benefits to use their English-speaking skills by using an opportunity to practice and use English both inside and outside the classroom. Both students and teachers are all joined activities together. According to Gary James stated that one of the most important skills needed in school is that ability to understand what the teacher is saying. (Gary James, 1992: 12)

With the explanation above, it said that students were ready to get what they want in English speaking skills through activities and also teacher and learners are enjoyed in the classroom and the real-life of speaking in daily life, because activities are playing the important and essential tools to improve English speaking ability. As a result, teachers will be able to gain the better ways or opportunities to help students to improve their speaking skills while students find techniques to find out the problems and have knowledge and expertise in their field.

Knowledge from the Study

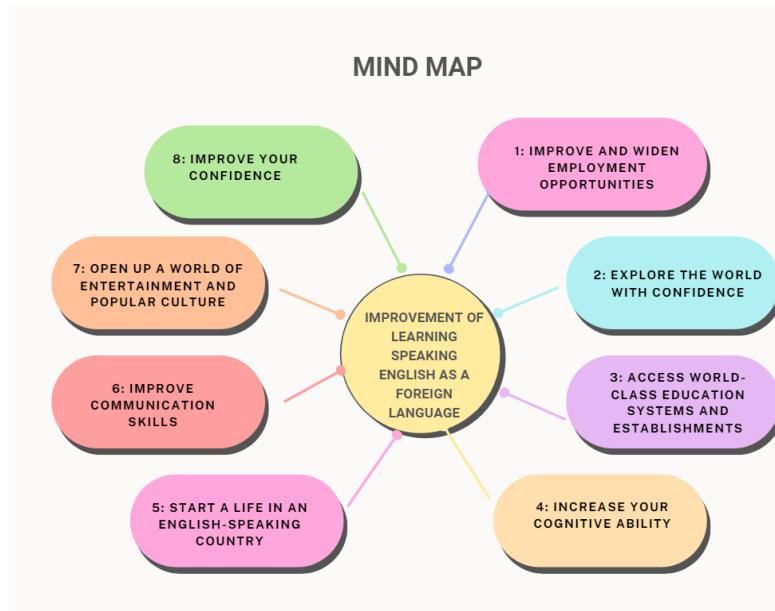
In today's globalized world, there are many reasons to learn a foreign language and many benefits to studying English specifically.

Currently, there are around 1.5 billion English speakers worldwide, representing a fifth of the world's total population. English is spoken in some of the most economically and culturally

influential countries globally and, over the centuries, has become the main language not only of international communication but of international business, academia, medicine, science, technology and law.

When you consider this, it's no wonder that so many people select to learn English as a way to enhance their lives and the opportunities available to them, as well as exercise their brain!

In this article, we'll look at eight of the many advantages that learning English will give you and our online supply links to courses.



1. Improve and widen employment opportunities

As the primary language of communication across the globe, proficiency in English is a highly sought-after skill in the international workplace. One of the benefits of learning English is that it significantly boosts your job opportunities. Job applicants with fluency in English on their CV/resumé are statistically proven to have increased hiring potential. This may prove especially important in 2022 as many countries experience an economic downturn and unemployment due to the COVID-19 pandemic.

It is also widely recognised that those with second language fluency, whether they are bilingual or have studied a foreign language, can generally expect a higher salary (up to 10% – 15%) than those without. It's worth noting that some global professions have a particular need for English speakers, given that the main language within them – and international communication conducted within their communities – is English. The business world and international trade are known for their use of English, and English has, for example, also become the international language of science and medicine since the mid-20th century. English is also the primary language of the internet. An estimated 565 million people use the internet

daily, and an estimated 55.5% of the world's most visited websites are displayed in the English language.

American companies such as IBM, Microsoft and other tech pioneers were the ones who invented the first programming languages, and English is still the most widely used and, therefore, most important language in the world of programming and coding.

2. Explore the world with confidence

As the world opens up again in 2022, travel and exploring the world is once again on many people's agendas. As well as countries where English is the main language, such as the UK, United States, Canada, New Zealand and Australia, there are scores of different countries which also list English as an official language! These include Malaysia, Singapore, Fiji, Kenya, Hong Kong, India, Mauritius and the Philippines. Knowledge of English equips you with the tools to travel and communicate more effectively in so many parts of the world, allowing you to explore and travel more confidently and learn more about the countries and cultures you visit.

3. Access world-class education systems and establishments

Another reason to study English is the access it can give you to some of the best education systems and institutes in the world. Many of the world's best universities are either situated in the UK and the USA or use English as the primary language for their courses. English skills are, therefore, key when it comes to applying.

If you aspire to study at an English-speaking university, including the likes of Harvard, Stanford, Oxford, Cambridge or MIT, then achieving English proficiency is essential.

4. Increase your cognitive ability

Learning a second language is one of the best ways to keep your brain challenged and active. Studies have shown that the brain undergoes changes in electrical activity and even structure and size while learning another language, changes which do not occur when learning any other type of task or skill.

No matter what age you start at, there are benefits to learning a new language in addition to your native language.

It is now known that people who speak more than one language fluently have better memories and are more cognitively creative than those who don't. In addition, studies suggest that the onset of dementia and Alzheimer's disease are diagnosed later for bilinguals than for monolinguals, meaning that knowledge of a second language can help us to stay mentally healthy for longer.

5. Start a life in an English-speaking country

Another benefit of learning English is that it can offer you the chance to move to an English-speaking country. Often, to become a citizen in an English-speaking country, you must achieve a certain level of English proficiency.

Speaking and understanding English will also improve your chances of finding employment and help you converse and communicate successfully with those around you – whether at the supermarket, the doctors, or with new friends and neighbors.

6. Improve communication skills

When you learn English as a second language, you are also learning new ways to think and express yourself both verbally and through the written word. Learning multiple languages can help you communicate more clearly in any language as you learn more about how language itself works and how to use it to communicate with others in all kinds of social, educational and professional settings.

7. Open up a world of entertainment and popular culture

Many of the world's most iconic film and TV shows have been produced in the English language, much of it in Hollywood, and English fluency will offer you the chance to enjoy and appreciate them in their original form — either with or without subtitles.

The same applies to literature, and with so many world-famous works produced originally in the English language, you will have endless options to enjoy. From JK Rowling to Shakespeare, there is something to suit all tastes!

Watching and reading English language media will also enhance your language skills, particularly your listening and reading skills. Familiarity with this type of world-famous pop culture will open up endless topics of conversation when you come to practising your speaking skills too!

8. Improve your confidence

Being able to speak a foreign language is a sought-after and much-admired skill, no matter what your motivation for learning. A final benefit of learning English, or any other foreign language, is the pride and self-confidence that comes with knowing your language skills can help you work and travel in different parts of the world and communicate with people from all kinds of cultures and backgrounds.

Self-confidence can take you far in today's world and mastering a new and useful language will undoubtedly help you achieve it.

Conclusion

Learning English as a foreign language at an early age improves the communicative competence in that foreign language, but it also helps to understand better their mother tongue. In addition, this learning will influence the development of cognitive and socio-personal functions that will help them both in their academic training and in the personal life. But also by studying a second language the children acquire a useful tool to understand new challenges in their future, taking the opportunity to expand their cognitive thinking and acquire more awareness and global knowledge.

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