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# Develop Speaking Strategies in Teaching English

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**Annotation:** Speaking is an important component of second language learning and teaching. Despite its importance, teaching speaking has been undervalued for many years, with English language teachers continuing to teach speaking as a repetition of drills or memorization of dialogues. However, in today's world, the goal of teaching speaking should be to improve students' communicative skills, because only in this way can students express themselves and learn how to follow the social and cultural rules that are appropriate in each communicative circumstance. As a result, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques. In this article, discusses about information develop speaking strategies in teaching English.

**Keywords:** development, teaching English, speaking strategies, communicative competence, discussion, role play, brainstorming, storytelling.

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## Introduction

Speaking is a basic language skill. It is the primary means by which we exchange information. When we ask how well we can function in a second language, we ask "how well do you speak...", so our ability to speak well best represents our proficiency in another language. However, as teachers, we must keep in mind that speaking entails more than just using words to express what we are thinking, and that there is more at stake than simply asking students to say the words they know.

1. Communication ability. Being a 'good speaker' necessitates more than just correct grammar, vocabulary, and pronunciation, though these are the fundamental building blocks that allow a message to be understood. An effective communicator chooses the words they use and the way they speak to different people in different situations, whether it's ordering a sandwich or a business meeting.
  2. Teaching speaking as a set of skills. Just as we can teach, present, and practice specific grammar features to students, we can also break down and present the component competencies that comprise speaking as a pure language skill in a systematic manner.
  3. Message discourse and organization Many of these aspects of speaking are classified as discourse – the organization and style of a message as it is delivered in various situations. Consider how people actually speak in a given situation when teaching speaking in that context. Find recordings of people interacting in restaurants, banks, or other places where your lesson will be held, and think about the functional steps of the interaction as they occur.
  4. Restricted and free speaking. Again, as with grammar and vocabulary, we can incorporate these target competencies into standard formats of lessons – we can present the feature of speech through an audio or video task, and then ask students to practise applying the
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feature in a restricted task. [1]

Many adult learners' primary goal is to speak English. Their personalities will play a significant role in determining how quickly and correctly they will achieve this goal. Those who are unafraid of making mistakes will be more talkative in general, but with many errors, it may be difficult to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English frequently contains fewer errors, and they will be proud of their English ability. Speaking lessons frequently incorporate pronunciation and grammar, both of which are required for effective oral communication. A speaking activity could also be included in a grammar or reading lesson. In either case, your students will require some preparation prior to the speaking task. This includes introducing the topic as well as providing a model of the speech they will deliver. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

Imitating (repeating), responding to verbal cues, participatory discussion, or giving an oral presentation are examples of these actions. Here are some suggestions to consider when you prepare your speaking engagements. The content should be as useful and usable in real-life circumstances as feasible. Focus on communicating in the pupils' native language rather than learning new vocabulary or grammar. You must provide adequate feedback and correction, but not at the expense of the communication flow. Take notes while pairs or groups are conversing, then address issues with the rest of the class after the activity, without shaming the kid who made the mistake. You can make a note of the mistake on the board and ask who can fix it. You may need to switch to a role-play, ask more discussion questions, clarify your instructions, or end an activity that is too tough or dull if a speaking exercise loses traction.

### **Methods for improve speaking.**

Many linguists and ESL instructors now believe that students acquire a second language by "interacting." This is best accomplished through communicative language instruction and collaborative learning. The teaching of communicative language is based on real-life situations that necessitate communication. Students will be able to communicate with each other in the target language if this strategy is used in ESL sessions. In summary, ESL teachers should develop a classroom climate that promotes oral language through real-life dialogue, authentic activities, and meaningful work. When students work together in groups to attain a goal or finish a task, this can happen.

### **Active to promote speaking**

- Discussion;
- Role Play;
- Simulation;
- Information Gap;
- Brainstorming;
- Storytelling;
- Interviews;
- Story Completion;
- Picture Narrating;
- Picture Describing;

➤ Find the Difference.

A discussion can be held after a content-based class for a variety of reasons. In their discussion groups, students may try to reach a conclusion, share thoughts about an event, or find solutions. The aim of the discussion activity must be established by the teacher prior to the discussion. As a result, the conversation points are relevant to the aim, and students don't waste time conversing with one another about other topics. Students can, for example, participate in agree/disagree conversations. In this style of debate, the teacher can divide the students into groups of four or five, and present contentious statements such as "people learn best when they read vs. when they travel." Then, for a set amount of time, each group works on their topic and delivers their findings to the class. Students learn how to explain and justify themselves politely while disagreeing with others in this practice, which promotes critical thinking and swift decision-making. It is always preferable to avoid forming huge groups for effective group discussions, as silent students may avoid contributing in large groups. The teacher can assign group members or the students can choose their own, but groups should be swapped after each discussion activity so that students can work with a variety of people and learn to be open to new perspectives.

Teachers can generate engaging, authentic, and important issues for students to explore or talk about, particularly in the target language. The linked subjects should be simple and straightforward. Before going on to more serious themes like national affairs or world politics, ESL teachers might tie the topics to students' interests. Finally, regardless of the goal of class or group discussions, students should always be encouraged to raise questions, paraphrase ideas, express support, and seek clarification.

Students are meant to work in pairs on this exercise. One student will have information that the other partner does not, and the two students will communicate it. Activities to close the information gap serve a variety of functions, including issue solving and data collection. In addition, each partner has a critical role to perform because the task cannot be done unless the partners offer the knowledge that the others require. Because everyone has the opportunity to speak extensively in the target language, these activities are effective.

**Brainstorming.** Students can generate ideas in a limited amount of time on a specified topic. Individual or group brainstorming is beneficial depending on the environment, and learners develop ideas rapidly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

**Storytelling.** Students 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. Students 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.

**Interviews.** Students 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.** 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. Students 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. Students 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. Choosing appealing texts and designing content teachers should emphasize such important factors about which learners mightn't be informed: for instance approaching events, a possible project or technological innovation or challenge that language learners could communicate with. Even though it is predictable that not all submissions will "hook" centered-learners, these offers can inform the teacher to get information about his learners. [5]

**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 in the pictures. In relation to descriptive linguistics, which fundamentally refused to analyze values of the circumstance could not but affect the modeling (in particular, in models of languages of low complexity. Meanwhile, it is obvious that the main semiotic concept is a concept of a sign, not a word form from a space to a space, or sounding from pause to pause, namely a sign. [9]

All in all, when planning a speaking skills lesson, be aware that using language in speech is not necessarily practice of speaking as a language skill. Developing the range of competencies that make 'a good speaker' takes focus on the ways that we speak to different people, and the ways we construct what we are saying. This is independent from the grammar and vocabulary we use in real life, so should be kept separate from pure language input in the language classroom.

**Conclusion.** Speaking is the key to communication. By considering what good speakers do, what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners to improve their speaking and overall oral competency. Teaching 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 before can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

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