

# TEACHING SPEAKING OF ENGLISH

## AS A FOREIGN LANGUAGE:

### PROBLEMS AND SOLUTIONS

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#### **Abstract**

This article is aimed to describe what teaching speaking English is and the problems faced by the teachers and students of English as a Foreign Language (EFL). Speaking is one of important skills that need to be acquired by students of EFL because sometimes success is measured in terms of the ability to carry out a conversation in the (target) language. Teaching students to speak English might become a problem for some EFL teachers. This is not an easy task for teachers to make their students speak because the language is not spoken in the community and also they have less exposure to the language itself. Just as Harmer said (1998:52), to facilitate students with the 'new' language, teachers should have students exposed to the language, understand its meaning, understand its form (how it is constructed) and practice it. Therefore, in order to encourage their students to speak, teachers must do something different than they usually do in teaching other skills. Teachers can create more enjoyable speaking class by doing some activities such as role-play, discussion or some kinds of games to promote students' speaking ability.

**Key words:** *EFL, teaching speaking, speaking activities, problems, solutions*

## **A. INTRODUCTION**

Speaking is one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world. People who have ability in speaking will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and non verbal symbol in various contexts.

The mastery of speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning of English on the basis how well their improvement on speaking the language. In genuine communication, speaking is purpose-driven or it can say that to communicate is to achieve a particular end, expressing a wish or desire to do something; negotiating or solving a particular problem; or maintaining social relationships and friends, etc. Therefore, it can say that speaking as a skill is playing significant role for the learners who studied English especially as a foreign language.

Speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop. The environment in Indonesia provides less support or exposure for the learners, because English is not spoken in the community. Consequently, owing to minimal exposure to the target language and less contact with native speakers, adult EFL learners in general are relatively poor at spoken English, especially regarding fluency, control of idiomatic expressions, and understanding of cultural pragmatics. Few can achieve native like proficiency in oral communication.

According to Kayi (2006) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are

structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

Foreign language learners learning to acquire the oral proficiency in the target language may have some problems, both internal and external. Internally, they may experience the feeling of anxiety. They may feel reluctant to use the target language as they may be afraid of making mistakes. They may have the feeling of discomfort using the target language as “it deprives them of their normal means of communication” (Nascente, 2001:18). Therefore, these matters become the main tasks for English teachers, and in order to provide the guidance to the teaching speaking of English and moreover to develop competent speakers of English, the teachers of English should consider about the problems that may occur in the process of teaching and learning of English as a foreign language and also the activities that give students opportunities to practice language use more freely.

## **B. THE NATURE OF SPEAKING**

### **1. What is Speaking**

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that

they understand when, why, and in what ways to produce language ("sociolinguistic competence") (Nunan,1999:216). The learning of language involves acquiring the ability to compose correct sentences and it involves an understanding of which sentences or part of sentences are appropriate for a particular context (Widdowson, 1978:2)

We do speaking in order to communicate with each other. Better communication means better understanding of others and ourselves. Communication is a continuous process of expression, interpretation, and negotiation. The opportunities for communications are infinite and include systems of signs and symbols (Savignon, 1982:8). Communication requires a sender, a receiver and a medium. It can be said that both hearers and speakers do interactions by giving responds to what they have heard and listened to. Generally, people who encounter others through this oral communication have a certain goal that they want to achieve, the goal that underlies people to do the communication.

Spoken language is a primary phenomenon. We speak a great deal more than we write, that is why language should be taught initially through speech. Spoken language is essential to any language learning. Learning to speak a foreign language is a learning that requires knowledge of the language and its application. In mastering the speaking skill, the teacher must train and equip the learners with a certain degree of accuracy and fluency in understanding, responding and in expressing themselves in the language in speech.

## **2. What is Teaching Speaking**

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can

express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

What is meant by "teaching speaking" is to teach EFL learners to:

- a) Produce the English speech sounds and sound patterns
  - b) Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
    - a) Organize their thoughts in a meaningful and logical sequence.
    - b) Use language as a means of expressing values and judgments.
    - c) Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

### **3. How to Teach Speaking**

Now many linguistics and EFL teachers agree on that students learn to speak in the foreign language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. The activities that can be done in the speaking classroom will be discussed later.

There are four things that students need to do with „new“ language: be exposed to it, understand its meaning, understand its form (how it is constructed) and practice it (Harmer, 1998:52). English in Indonesia is still as foreign language, that is why EFL (English as Foreign Language) students need lots of exposures since they are much less exposed to target language, target culture and target people than ESL (English as Second Language) learners.

In the classroom, a major part of the teacher's job is to expose students to language so that they can use it later. Foreign language learners need opportunities to develop the skills especially speaking skill, by being exposed to situations where the emphasis is on using the language for communicating meanings as efficiently and economically as possible. The use of English is limited only in the classroom. The lack of exposure to real English speaking setting can limit the quantity and quality of the input. Therefore, in EFL classroom, teachers need to set the situations like ESL situation. When EFL teachers use only English, the EFL students can get the exposure. However, many learners are studying English simply just because it is stated, on the syllabus. Students can be exposed to the language besides from the teacher utterances; they can also listen to tapes, read texts and look at computer printouts. In each case, the students are given chances to see or hear the language before they are asked to produce it themselves. Context of learning is known as language exposure and context of teaching is known as instruction. Context of learning provides learners with natural input from interaction in community and context of teaching is a situation in which learners receive input from instruction. Exposure seems to be the main source of success in foreign language acquisition (Huda, 1999:158).

The goal of the classroom is not to substitute for the outside world, but to bring students to the point where they can use the outside world for further acquisition (Krashen, 1982). Although bringing the outside world into the classroom is not possible in the EFL setting, teachers can prepare EFL learners for further learning as independent learners in an English-speaking environment. The goal is not to produce fluent English speakers but to produce learners who can use their own language abilities and the language input in the real world to meet their own needs to function in English. Language learning can take place only through natural process, which operates when a person is involved in using the language for communication. Therefore, communicative ability (inside or outside the classroom) is an important part of the total learning process.

#### **4. Principles for Teaching Speaking**

In the communicative model of language teaching, the teacher helps the students in real-life communication. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. According to Nunan (2003), there are some principles for teaching speaking. Some of which are described below:

1. Give students practice with both fluency and accuracy

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

2. Use group work or pair work

To improve students' speaking, they should be given enough opportunities to speak in class. So, teacher talk time should be less and student talk time should be more. It is important for language teachers do not take up all the time. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during lesson." In this way, the students will get chance to interact and practice the language with other students.

## **5. What Makes Speaking Difficult?**

Speaking is different with other language skills, even though when it is compared with writing, the answer must be writing. What makes speaking difficult is just because the language, English. It is a foreign language and the use of it is very seldom. We can see easily of many things in our life using English in the written form and it doesn't need to be read aloud, so we don't need to be embarrassed. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult according to Nunan (2003:270):

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

## 2. Redundancy

Sometimes it is used to make meaning clearer.

## 3. Reduced forms

It is including contractions, elisions, reduced vowels, etc. If the learners don't know about this, it will sometimes develop a stilted, bookish quality of their speaking.

## 4. Performance variables

The difference between native and nonnative speakers of language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct the language when they have to speak with it.

## 5. Colloquial language

The learners should also know about the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

## 6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.

## 7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

## 8. Interaction

Speaking is about interaction. It is about how you interact and what kind of language that you use that will make the communication goes smoothly.

### **C. THE CHARACTERISTICS OF ENGLISH SPEAKING CLASSROOM**

The classroom is sometimes called as an artificial environment for learning and using a foreign language but it is also a real social context in its own right, where learners and teacher enter into real social relationship with each other. The language teaching aim is to equip learners for different contexts and the usefulness of language learning



does not depend only on what specific pieces of language the learners encounter but on whether they master the more general principles, which underline them. In the same way, the structures and skills that foreign language learners acquire during classroom interaction can later be transferred to other kinds of situation.

There are four approaches to exploiting the classroom environment as a social context for foreign language use, namely:

1. Using the foreign language for classroom management.

Foreign language is used not only the planned activities, but also the classroom management that revolves around them. It is important to provide learners with the language needed for routine classroom affairs such as giving instructions, discussing the materials, in order to establish the foreign language as the medium for organizing learning activities.

2. Using the foreign language as a teaching medium.

There are differences between learning a language and learning *through* a language:

- a. There are bilingual schools in which all or most of the lesson are conducted in a non-native language. Students reach a high degree of proficiency in the second language without receiving formal instruction in it, and do not suffer in other aspects of their education.
- b. It is also bilingual schools in a modified form. Learners have a small number of formal language lessons. In addition, they study one or two of their school subjects (e.g. history and/or geography) through the medium of foreign language. They also gain a higher level of proficiency.
- c. An individual language teacher teaches another subject through foreign language but it is still related to the foreign country, e.g. its history, geography, literature or cultural background in a small proportion of classroom time (e.g. one lesson per week). The teaching then has a dual role: to provide learners with useful knowledge, and to engage them in purposeful communication in the foreign language.

3. Using the foreign language for conversation or discussion sessions.

This approach can help students to develop communicative ability. For example:

- a. It opens up a rich stimulus for communicative interaction. The varied experienced, interests and opinions of the learners can motivate learners to talk in foreign language.
  - b. It provides a context for wider range of communicative functions and meanings. For example introducing a new topic, turn-taking or sustaining the conversation.
  - c. It provides learners with opportunities to express their own personality and experience through the foreign language. It gives them valuable experience in using the language for their own social relationships.
4. By dialogues and role-plays on school experience.
- a. It exploits the foreign language learners with the communicative needs they require stimulated by the environment in which learning takes place.
  - b. In exploring the problems of the learners' world, it introduces into the language classroom a nonlinguistic subject matter that motivates communication.
  - c. It uses discussion as an important means for simultaneously exploring this subject matter and developing learners' communicative competence (Littlewood, 1981:45).

### **Types of Classroom Speaking Performance**

There are six categories apply to the kinds of oral production that students are expected to carry out in the classroom according Nunan (2003:271):

#### **1. Imitative**

A very limited portion of classroom speaking time may be spent generating "human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. This practice is for focusing on some particular element of language form. "Drills" offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty- either phonological or grammatical. They can help to establish certain psychomotor patterns and to associate selected grammatical forms with their appropriate context.

## **2. Intensive**

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can ever form part of some pair work activity, where learners are “going over” certain forms of language.

## **3. Responsive**

A good deal of students speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. It is meaningful and authentic.

## **4. Transactional (dialogue)**

Transactional language, carried out for purpose of conveying or exchanging specific information, is an extended form of responsive language.

## **5. Interpersonal (dialogue)**

It is carried out for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all factors such as: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm and a covert “agenda”.

## **6. Extensive (monologue)**

Students at intermediate to advance levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

## **D. CHALLENGES IN THE ENGLISH SPEAKING CLASSROOM AND THE SOLUTIONS**

### **1. Problems Found in the Speaking Class**

**a. Students do not want to talk or say anything**

One of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore „losing face“ in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Further is because there are students who dominate and almost intimidate. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level.

Many people have a good ability in English language skills but when they should communicate with English, they fail in expressing their ideas. They are afraid and anxious of saying something wrong or incomprehensible. One way to encourage students to speak in English is simply to speak in English as much as possible in classroom.

**b. Students keep using their own language.**

One problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they want to communicate something important, and so they use language in the best way they know. They have difficulty to say something and because they do not want losing their face in front of their peers, they think that they better use their native language and so others can understand them. This problem also connected with students does not want to talk or say anything in the foreign language but they keep using their own language. In this situation, teacher can create an English environment and keep reminding them always use English.

**c. It is difficult to handle students in large classroom.**

If the classroom is big, for example 30 or 40 students in a classroom, it is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need. It is hard for the teacher to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions. But there are advantages of a large

classroom: when there are many students in a classroom they can share many different ideas, interesting life experiences, learn to share responsibility and help each other during project work which can bring variety and speeds up the work.

**d. Students are not discipline in classroom.**

Some students do not pay attention to the lesson given; they just talk with each other and make some noises. Some come and go as they like, as the teacher cannot control them. The problems may be because the students bored with the activities or they feel unable to cope with the task given. They show their frustration by disruptive behavior and loud outbursts. The discipline of the students in the classroom is related also to the motivation of the students themselves. If they have low motivation, it means they have low enthusiasm in following the classroom which make them indiscipline in the classroom. In this situation, the teacher can create activities that make students feel enjoy themselves in the class.

**e. The materials do not fulfill the need of students**

Language teacher should attempt to associate the language they are teaching with the situation outside the classroom. Smith (1983) in Freeman (1999) has explained that people do not learn if they are confused or bored. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students' motivation.

On the other hand, when students receive comprehensible input and when they can link school subjects with their life experiences, they learn (Krashen, 1982). Good teaching-texts for classroom use are not there simply in order to be read, they lead to comment and interpretation by learners, and illustrate typical pragmatic uses of lexis and structure. They have to be fairly short, so that other activities besides comprehension can occur. They have to be 'appropriately accessible'. This means 'not too difficult for learners to understand but difficult enough to encourage them to develop further in the language'.

There are four alternatives when the teacher decides the textbook is not appropriate. The teacher can omit the lesson, teacher can replace the textbook lesson with one of the teacher's own, teacher can add to what is in the book, and the last is teacher to adapt what is in the book (Harmer, 1998:111).

#### **f. Students have low motivation to learn English**

Nunan (1991) wrote in Lawtie (1999), „success is measured in terms of the ability to carry out a conversation in the (target) language“. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. Nevertheless, if the right activities are taught in the right way, speaking classroom can be a lot of fun, raise learner motivation and make the English language classroom a fun and dynamic place to study English. Their motivation is more likely to increase if the students can see how their process of classroom learning achieves the objective, and helps them to accomplish the success. The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them (Littlewood, 1981:93,). One key to increasing motivation is to use activities matched to the personalities, learning styles and characteristics of the learners as often as practically possible.

### **2. How to encourage Students to Speak**

It is very important for teacher to encourage students to speak in the classroom. If they do not encourage them to use the language the student's speaking ability will never improve. Students usually do not use the target language beyond classroom. That is why they need to speak up in the classroom. If the students make any mistake, the teacher can help to correct their mistakes. According to Philips, the teacher can do the following things to help their students to speak:

#### **a. Encourage students interactions**

Most of the students feel very shy to speak because they do not acquire the target language and they are not used to take part in classroom discussion. Students do not

even interact with other students or keep silent when they are asked to speak English all the time. Therefore, it is important to create a comfortable atmosphere in the classroom where students are not afraid to speak and enjoy communicating with the teacher. Students have to be given such atmosphere where they can speak without any pressure and stress.

#### **b. Make speaking activities communicative**

Speaking activities need to be very interesting to encourage meaningful interaction between students. If the speaking activities are not interesting enough and do not provide opportunity for students to speak then there is no use of giving speaking activity. According to Philips, “The aim of communication activities is to encourage purposeful and meaningful interaction between students. Communicative tasks are designed so that students have a reason or purpose for speaking.” Therefore, teacher should give such activities so that students can share their thought, express their feeling, find out the real information, discuss and argue.

#### **c. Plan speaking activities carefully**

According to Philips, “Speaking activities need to be very carefully structured at first at lower levels, thus the students have few demands on them.” At the beginning stage, activities should be easy but good enough for students can use the target language. Students might not be fluent and accurate in speaking but they should not remain quite. When they get used to communicate then the teacher can introduce more difficult activities such as role-plays, discussions, debate and problem-solving tasks.

### **3. Principles for Designing Speaking Techniques**

Below are the principles for designing speaking techniques according to Nunan (2003:275):

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.
2. Provide intrinsically motivating techniques.

Teacher should try at all times to students' ultimate goal and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for "being all that they can be".

3. Encourage the use of authentic language in meaningful contexts.

It is not easy to keep coming up with meaningful interaction. It takes energy and creativity to devise authentic contexts and meaningful interaction, but the teachers must not give up. It must be done by teachers to produce competent speakers of English.

4. Provide appropriate feedback and correction.

It is important for teachers of English as a foreign language to take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment because the students are totally dependent on the teacher for useful linguistic feedback. It is because "outside" the classroom will not give the students feedback since English is not spoken in the community.

5. Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course include listening. The teachers must be integrated these two skills since they can reinforce each other. Skills in producing language are often initiated through comprehension.

6. Give students opportunities to initiate oral communication.

Students must be given opportunities to initiate language since part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject.

7. Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of, and have a chance to practice, such strategies as: asking for clarification, asking someone to repeat something, using fillers in order to gain time to process, getting someone's attention, and etc.,.

#### **4. Some Activities to Promote Speaking**



Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, students must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each person has information that the other does not have. In addition, to achieve their purpose, students may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression. Here are some activities that can be done in the speaking class to promote speaking according to Kayi (2006):

#### 1. Discussions

For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

#### 2. Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984).

### 3. Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

### 4. Information Gap

In this activity, students are supposed to be working in pairs. One student 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.

### 5. Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly 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.

### 6. 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. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

#### 7. 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.

#### 8. 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. Students can add new characters, events, descriptions and so on.

#### 9. 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. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

#### 10. Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

#### 11. 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.

#### 12. 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.

#### 13. 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.

## **5. Suggestions for Teachers in Teaching Speaking**

Here are some suggestions for English language teachers while teaching oral language according to Ryan (2001):

- a) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- b) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- c) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- d) Indicate positive signs when commenting on a student's response.
- e) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- f) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- g) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- h) Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- i) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- j) Provide the vocabulary beforehand that students need in speaking activities.
- k) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

## **D. CONCLUSION**

Teaching speaking is a very important part of foreign language learning. The ability to communicate in a foreign 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 foreign language teachers pay great attention to teaching speaking by providing students with adequate exposure with the language and with adequate motivation to communicate through it. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, teacher should be aware of the problems that may face in conducting the English speaking class; starts from the problem faced by the students and the teachers, in addition, the problem from the language itself that is not spoken in the community. Therefore, this article proposes some things that should become a consideration and guidelines for teacher before they come in to the class, for instance; what kind of speaking class that they want to have, some principles in teaching speaking, some activities to encourage their students to speak, some principles that they must consider in designing speaking techniques, and some suggestions that they should do in teaching speaking. The last but not least, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. Hopefully, these activities make students more active to speak in the target language in the learning process and at the same time make their learning more meaningful and fun for them.

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