

The importance of Speaking and Listening abilities for EFL students

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ABSTRACT

This study tries to demonstrate how speaking ability affects EFL learners' fluency and pronunciation. The primary goals of this study were to reflect how EFL learners were progressing in their pronunciation and fluency. Four abilities are necessary for effective communication in any language that we learn. The four "linguistic skills" are as follows: Listening is the first skill, followed by speaking, reading, and writing.

The analysis reveals According to the results, speaking ability and pronunciation have both improved. that new words are introduced to EFL students through speaking. And also Speaking helps the EFL students' language proficiency and to enhance their learning abilities, speaking with greater assurance garners more attention than speaking with less assurance in order to increase listening skills in the classroom and to improve pronunciation.

Keywords: Speaking Ability, EFL Learners' Fluency, Pronunciation.

1. Introduction

1.1 What Does Speaking Mean

Speaking is defined as "the process of creating and exchanging meaning in a variety of circumstances using both verbal and nonverbal signals" (Chancy, 1998, p. 13). Speaking is undoubtedly an essential skill in language learning, but since writing is given more emphasis when English is taught as a foreign language, many people worldwide have started to focus a lot of time and energy on their speaking in order to progress to levels where they could be referred to as fluent speakers. A teaching approach that is specifically intended to achieve accuracy in language learning hardly appeals to co-students' requirements to attain an appropriate level of speech fluency. As a result, many students think that they can speak freely once they are certain that all mistakes and undesirable behaviors have been remedied. For instance, it is preferable to compose a complete statement at once rather than accentuating a single word. This might have the effect of undermining learners' ability to talk clearly. Some students find it difficult to communicate because they must pay too much attention to spelling and grammatical standards rather than the actual use of words in conversation.

1.2 Helping Factors

Reading and listening are other factors that help with speaking development. The primary receptive abilities via which new language words and their sounds could be learned are, in essence, reading and listening. The truth is that language proficiency is developed through exposure to new words or structures while reading or listening, as well as exercising the same forms while speaking.

The simplest way to speak is to listen. Students must begin reading with the subjects they find most interesting and attempt to combine reading and speaking, whether it is correct or incorrect, in order to speak more clearly. While that is true, the four language skills typically cooperate with one another within an integrated framework, which increases the likelihood of language learning.

1.3 Students Problem

Even though many students wish to develop their oral communication skills in a second language, they frequently avoid engaging in activities that will help them do so. What causes this to occur? First, practicing your speaking skills is harder than just sitting back and listening to the teacher. Second, many students find it difficult to speak in the second language when they initially make cautious attempts. Third, a lot of students struggle with self-consciousness and dislike making errors or looking foolish in front of their friends. Finally, they are frightened of failure, mockery, and laughing. The urge to talk is therefore genuine, but the psychological and social barriers to speaking are also genuine.

1.4 Difficulty in Speaking

In spoken conversation, language is produced and negotiated differently than it is in writing. Both the production and processing of spoken interactions involve both the speaker and the listener at the same time. Due to time limits, they cannot go back and make modifications; instead, they must process language as they go. N. Schmitt (2002).

1.5 How To Improve Speaking Skills

The ability to speak and understand must be improved, and learners must learn to regulate and check their own production by listening to their own speech. Intonation and rhythm are among the skills that can be practiced, according to Goodwin (2001). Speech that is less connected to words, vowel and consonant sounds, word emphasis, etc. To increase speaking skills, learners should get training in these specific speaking areas.

1.6 Elements of Oral Communication:

Four elements or competences underlie oral communication:

- a) Phonology, vocabulary, word and sentence structures, and grammatical proficiency.
- b) Sociolinguistic proficiency: social norms and connotations.
- c) Discourse competence: the cohesiveness of sentences and how they are connected.
- d) Strategic competence: Adaptive responses to challenging circumstances.

1.7 Activities to improve Speaking Skills

A conversation might be held for a variety of reasons following a lesson with a specific topic. In their discussion groups, the students can try to conclude, share thoughts about an incident, or come up with a solution. Prior to the discussion, it is crucial that the teacher establish the goal of the discussion activity. The debate points are thus pertinent to this goal. In debates about agreement and disagreement, female students can participate. Students can be divided into groups of four or five for this type of discussion, and the teacher might present contentious statements such as "people learn best when they read vs. people learn best when they travel."

A person must be aware of a language's many skills in order to acquire it because doing so aids in language comprehension. For someone who wants to succeed in studying the English language or any other language, mastering phonetics is crucial. The learner can make significant growth and development in his pronunciation by understanding the production of sounds, their locations of production, and how these sounds blend and operate, among other things.

2. Accuracy

Accuracy entails using vocabulary, grammar, and pronunciation correctly. In controlled and guided activities, accuracy is frequently the main focus, and teachers emphasize accuracy through student feedback. During accuracy tasks, ongoing correction is frequently appropriate. In more informal settings, the teacher hopes for proper language use, but she also wants to support the pupils' attempts to communicate using the language they already know.

2.1 What Makes a Good Speaker?

The effectiveness of every conversation is influenced by a speaker's abilities and speech patterns (Duzer, 1997). Speakers must be able to anticipate and then generate the expected patterns of particular discourse settings. Additionally, they must control individual features like taking turns, re-framing, giving feedback, or redirecting (Burns & Joyce, 1997).

2.2 Techniques for Developing Speaking Skills:

Depending on the type of courses he is teaching, every teacher of English as a second language should adhere to a certain set of strategies and procedures. His lesson might not be the same as a reading or communicative lesson because he might have a grammar lesson, for instance. Before the teacher enters the classroom, a good lesson must be thoroughly prepared. This indicates that he makes plans for what and how he will teach the lesson topic.

2.3 Objects and methods for teaching speaking:

Effective communication is the aim of speaking skills instruction. Students should be able to communicate effectively while making the most of their current level of skill. They should try to follow the social and cultural norms that apply in each communication setting in order to avoid miscommunication caused by incorrect pronunciation, grammar, or vocabulary. Instructors can employ a balanced activities strategy that incorporates language intake, structured output, and communicative output to aid students in developing communicative efficiency in speaking.

2.4 Benefits of learning Speaking Skills:

1. Pronunciation is improved by speaking ability.
2. Speaking introduces new words to EFL students.
3. Speaking to EFL students improves their language fluency.
4. For students to increase their talents, they must feel confident in their ability to talk.
5. Less emphasis is placed on speaking skills in the classroom.
6. to improve pronunciation to promote listening skill

Conclusion

We must master speaking skills if we want to speak a language fluently. For teachers to be able to teach speaking in the classroom, more training seminars should be provided. Speaking in class needs to be given more weight. As speaking ability develops, listening ability should be given more attention in class. Teachers can assist children build good listening skills that will serve them throughout their academic careers by using a range of creative exercises.

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