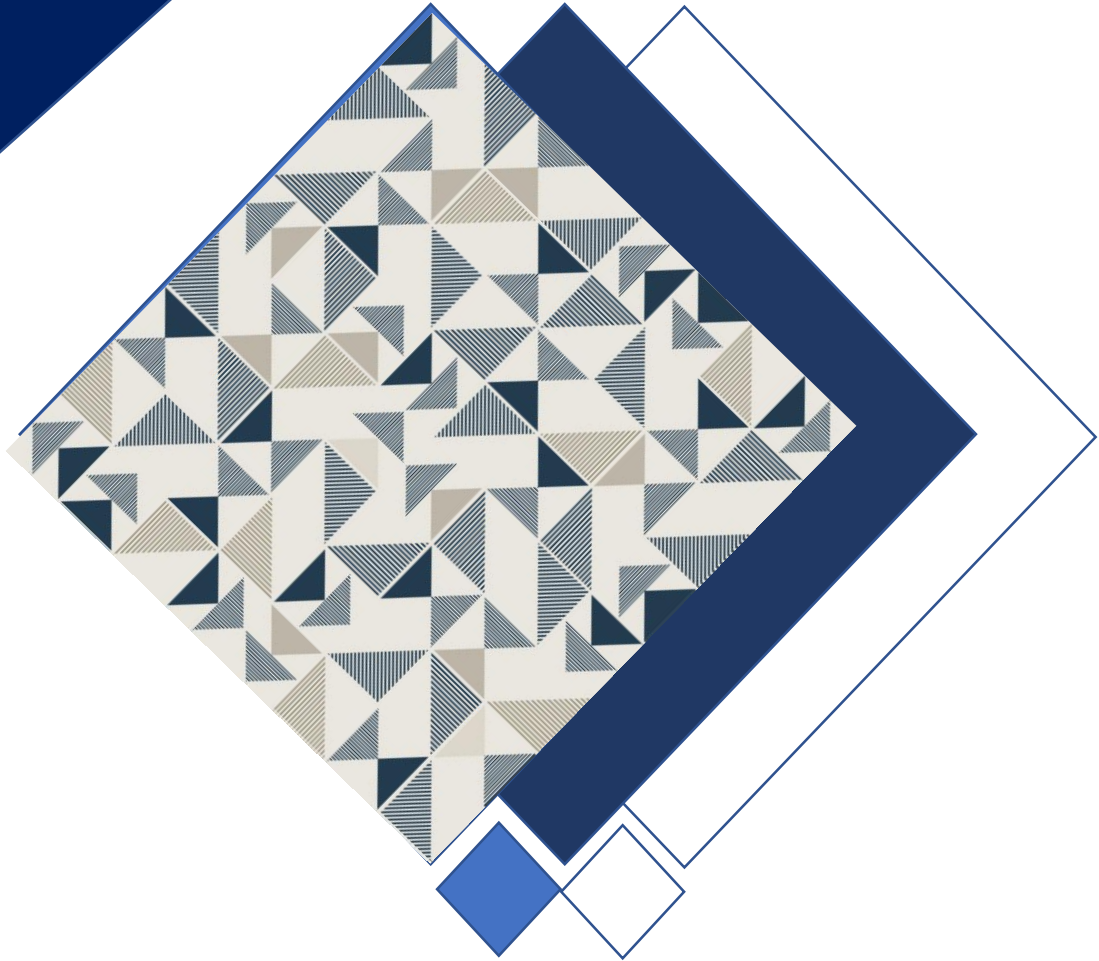




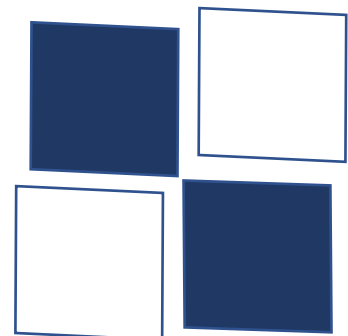
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**Educational Technology and
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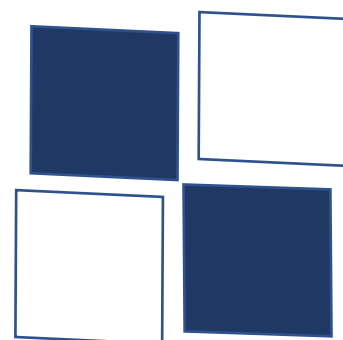
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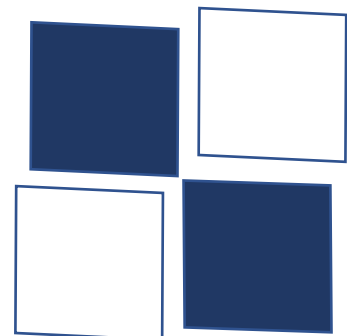
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The Importance of Speaking Skills of Youth in English Classrooms: A Comparative Analysis of Literature Reviews

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Abstract

Globalization has brought about numerous changes to the world, including interconnecting people from all corners of the planet, giving rise to the need for a common medium through which they can communicate. Mastery of speaking skills in the English language, which is widely spoken around the world, is essential in global communication. The classroom is an excellent place to learn solid English-speaking skills. Teachers must comprehend the issues faced by English Language Learners (ELLs) and use various teaching strategies to improve students' English-speaking abilities. This paper emphasizes the importance of English language fundamentals followed by the relevance and necessity of speaking abilities in English classes. It also explains why speaking skills must be taught and the types of speaking circumstances together with the major benefits of speaking abilities. In addition, this paper provides numerous ways for EFL/ESL students to improve their speaking skills. Finally, this study offers some practical advice for teachers on how to incorporate different activities that allow ELLs to practice their speaking abilities in English classrooms.

Keywords: speaking skills; communication; English classrooms; ELLs; teaching strategies.

Introduction

English language serves as a means of worldwide communication as well as a repository for standard terminologies. The ability to succeed in higher education requires a strong command of the English language. It is important for an English language teacher to be fluent in the language as the capacity to communicate in English is vital for people to interact in a world where English is spoken every day and everywhere. From a young age, speaking has been regarded as a necessary talent therefore speaking is seen as a crucial ability when learning a foreign language. This is because it's assumed that the capacity to speak a language is the most important factor in learning. Foreign

language learners may have several motivations for learning a foreign language; nonetheless, the most important thing is to be able to communicate smoothly because language talents are used to evaluate everyone. Speaking is a vital skill for students to develop in order to communicate smoothly and clearly in English. According to (Talib, 2021) speaking entails interacting with one or more people as a result, successful speaking necessitates a significant amount of listening. He further adds that speaking is a routine and has become a part of our everyday life. Speaking abilities are tough for children for two reasons in speaking activities. The first reason for this is that children are uninterested in learning English. Another factor is that the teacher's methods for teaching speaking skills are ineffective. Teaching English as a foreign language and as a second language, on the other hand, necessitates the use of effective learning methods, tactics, language games, or activities that encourage students to talk. The importance of four fundamental abilities in this language cannot be overstated. To get great outcomes, reading, listening, writing, and speaking skills must all be taught at the same time. Speaking abilities are required not only in companies, banks, and hospitals, but in virtually every field in today's fast-paced world. Language teachers can employ a variety of approaches in class to help students develop their speaking skills at the secondary level. To address this issue, an effective method of teaching speaking skills is to engage in a variety of activities that develop speaking abilities. Many students today place a high value on mastering English speaking skills. As a result, learners frequently assess their language learning progress as well as the efficiency of their English course based on how much they believe their spoken language ability has increased. Oral skills are rarely overlooked in ESL/EFL classes (as seen by the large amount of conversation and other activities). Though there are many speaking course books available, the question of how to effectively approach the training of oral skills has long been debated. Communication skills emerge as one of

the most important, skills in study after study. Employers look for certain qualities in graduates as employers frequently consider solid communication skills to be a sign of future success. Speaking abilities are currently one of the most important language skills for students, particularly among English learning students, because language competency is tested through speaking. Every language student aspires to develop proper communicative skills and speaking fluency, while teachers strive to provide the essential education in speaking.

1.1 Nature of Speaking English

One of the most useful abilities for teaching and studying English is speaking. Researchers in the field of language learning have proposed numerous definitions for speaking skills. Many different definitions of speaking have been proposed by various professionals in the field of language teaching and learning. Speaking is a skill that merits emphasis in both first and second languages, according to (Parupalli, 2019). The capacity to speak in a second or foreign language is the most significant component of learning that language, and success is assessed by that ability. Furthermore, (Larasati, 2018) define speaking as an interactive process for generating meaning that comprises information creation, reception, and processing. According to the definitions provided by the experts, speaking is the process of communicating ideas in spoken language, and it is one of the most significant components of language learning. Furthermore, according to (Bhatti et al., 2019), students can communicate with friends, colleagues, visitors, and even strangers in their native language or a language that both speakers understand. Of course, many students' goals and success in learning English can be seen and measured by how well they speak and present their English in communication. One of the abilities that students must master when learning English is speaking. We tend to be getting something done while conversing, exploring ideas, figuring out certain parts of the world, or simply being together, according to (Yates, 2017). If the students are competent in English, they will be able to communicate and explore their ideas more easily. Speaking English fluently also allows students to gain access to current science, technology, and health information. Good English speakers will be in a great position to contribute to

their country's economy, social development, and economic growth. Furthermore, one of the most challenging components for students to grasp is speaking. In order to communicate effectively and smoothly, students must master all aspects of speaking skills. In the oral style, speaking is a useful ability. It is more complicated than it appears at first, because it entails more than just pronouncing words, as with the other talents. Speaking, according to (Gudu, 2015), is a productive talent that includes several components such as grammar, strategy, sociolinguistics, and discourse: for him, speaking entails more than just making the appropriate sounds, picking the right words, and correctly constructing sentences (Bsharat & Barahmeh, 2020). The most common language skill that most language learners seek to master as quickly as feasible is speaking. The act of speaking is more common than the act of writing. The primary purpose of spoken language is to socialize people. Unlike writing, spoken language is created and processed in real time, which means that the speaker and listener have a limited amount of time to plan and produce what they want to say, as well as absorb what they hear. Speech is most commonly employed in face-to-face talks; it is fleeting, spontaneous, and unpredictable. Body language, such as gestures and facial expressions, complements spoken language (often called non-verbal communication). We teach speaking because students consider it to be one of the most important and difficult skills to master. The most prevalent method of establishing interpersonal relationships is through spoken communication. Furthermore, speech is necessary if we are to complete tasks, obtain information, or offer instructions.

1.1.2 The Importance of Speaking

As speaking is one of the abilities required for communication, it is the most important skill. Speaking, according to (Srinivas, 2019), is one of the communication systems that plays a significant role in people's interactions in our daily lives. Furthermore, speaking skills are an important aspect of the curriculum in language teaching and learning (Parupalli, 2019). The capacity to communicate successfully in social situations contributes to our amount of interaction and the quality of our relationships. Then, in the workplace or in a career, communication skills are one of the most important factors in achieving professional

success. A leader, for example, need communication skills in order to convey information and direct others to take action. We, too, require communication skills in order to demonstrate our strengths and expertise. In the target language, our personality, self-image, global knowledge, and ability to think and express ourselves are all reflected in our speaking performance (Talib, 2021). Effective public speaking has recently gotten a lot of attention from the general public. It has become one of the most prominent qualities that might assist you in attracting others' attention. In everyday life, we all rely on strong communication abilities. As a result, speaking abilities are crucial because they are one of the most commonly employed skills in communication.

1.1.3 Functions of Speaking

According to (Cheng et al., 2020), mastering English speaking abilities is a top priority for many second and foreign language students. Some linguists have attempted to classify speech's role in human interaction. Speaking has three roles, as stated by (Hwang et al., 2020) speaking as engagement, speaking as transaction, and speaking as performance. Each speaking action is distinct in terms of form and function, as well as the questions it poses (Menggo et al., 2019).

a. Speak as interaction

As stated by (Choi et al., 2020) Speak as if we're having a conversation about what we're saying. This is a type of spontaneous participatory communication between two or more people. It all comes down to how people strive to get their message over to others. As a result, individuals must communicate with others through their verbal abilities. The major goal of this function is to maintain social relationships. Concentrate more on the dialogue and how they wish to portray themselves to one another after receiving the message.

b. Speak as a transaction

Start a conversation by focusing on the message being given and making sure people understand what we're trying to say clearly and properly. Students and teachers focus on what meaning or speech they can grasp in this form of spoken language.

c. Speak as a performance

Speaking exercises in this scenario are more focused on monologues than dialogue. Speaking as an opening occurs in speeches, public speaking, public announcements, reopening stories, and narrating stories, among other situations.

From the preceding resolutions, how to speak has a wide range of meanings, and that they are discussing agreement when speaking in public. All of the functions of speech are related to assisting people in their speaking activities.

2.0 The Importance of Speaking Skills

Communication is crucial in today's global environment for success in any field. Language is used as a means of communication. Perfect communication is impossible without the usage of a language. Furthermore, if people do not communicate properly, they will not be able to achieve their aims, objectives, or goals. As a result, communication with people from all over the world necessitates the use of a language. English is useful for talking with people who reside in different regions of the world, including different areas, states, countries, and continents, because it is considered an international language and is spoken all over the world. When learning a foreign or second language, the capacity to speak is the most vital skill to acquire. The most important of the four key language abilities in learning a foreign or second language is speaking.(Kanza, 2015) states that In real-world situations, speaking is the talent that the students will be judged on the most . Regardless of its importance, most EFL/ESL teachers continue to teach speaking skills in the same manner they teach dialogue memorization or drill repetition. Nonetheless, learners in the modern world must be able to communicate, and English teachers must teach ELLs the required skills so that they can improve their speaking abilities and operate well in real-life situations. (Zarifa, 2020), states that given the fact that communication is more important than technology in today's EFL/ESL educational setting, oral skills are sometimes overlooked. Although critical aspects of language, such as phonological, morphological, semantic, and syntactic characteristics, have received insufficient attention, ELLs' ability to obtain speaking skills among English learners has become a serious hurdle. When compared to verbal skills, reading and writing skills have gained more prominence.

(Rodriguez, 2012) highlights. Following the recognition of the importance of oral communication abilities, more stress is being made on strengthening learners' speaking skills so that they can successfully complete their studies and thrive in their areas once they have completed their education. Additionally, (Qureshi, 2008) writes that the language greatest opportunity for employment and achievement in accomplishing one's planned life goals is English and among the most challenging skills for language learners to master is speaking (Zarifa, 2020) writes. Speaking is the most important of the four language skills in English. Even students devote a significant amount of time to learning the language. They find it difficult to communicate in real-time settings. There are several compelling reasons to do so. The importance of speaking talents should be recognized by ELLs, who should endeavor to enhance them because they will be required to compete in today's environment. Speaking appears to be the most difficult of the four basic English language skills since speakers must generate phrases on the fly. Without initially acquiring grammatical structures and a significant vocabulary, it is extremely difficult for foreign or second language learners to compose sentences. As a result, EFL/ESL English language learners struggle to construct proper English sentences. Because speaking skills are so crucial in communication, people want to develop them to communicate effectively with the complete community all over the world. Furthermore, when students need to settle down in their careers, these speaking skills come in handy.

Although most educational institutions do not have a specific curriculum, speaking abilities have been identified as a critical talent for a learner's long-term success. Learners usually evaluate their language learning success based on how much their spoken language competence has improved. According to (Ainslie, 2008), the fluency with which a person speaks is a measure of his or her linguistic ability. Students who can articulate their thoughts and ideas have a better chance of succeeding in school. The student will suffer lasting consequences as a result of their inability to acquire good speaking abilities elaborates (Lin, 2022). The capability to communicate in English is equally vital for improving reading and writing skills. When we read and write, we apply what we know of the

language orally, (Wang, 2018) states. From casual conversation to serious public speaking, speaking ability is essential. Talking, according to (Sudarmo, 2021) can be used to share experiences, connect with other people, explore and understand the world, and disclose oneself. The younger generation seeks to work in dominant English-speaking communities, where presenting skills and fluency in English are the most important qualifications. After finishing Higher Secondary schooling, students are encouraged to converse in English at the tertiary level, particularly at universities, and the majority of lectures are provided in English highlights (Ounis, 2017). Speaking fluently is considered the most advanced facility for students moving abroad to pursue higher education or earn a living.

3.0 Teaching Speaking

Speaking entails both hearing besides understanding simultaneously and is based on the speaker's communication competence and the circumstantial environment. As a result, talking is considered a complex structure involving the usage of sentence structure, sound, and lexis, together with social understanding of the language. Speaking allows learners to communicate not only verbally, but also in an articulate manner. Consequently, for many second language learners, communicating fluently in English and mastering English speaking talents are high priorities (Pakula, 2019). Learners typically assess their language competency, in addition to the usefulness of an English course, dependent on their spoken language skill growth. Knowledge of the nature of speech, as well as ways of teaching it, has advanced significantly in recent years. Teaching speaking necessitates the creation of exercises that allow students to practice the oral language while also focusing their attention on key linguistic components that can help them improve their correctness (Goh, 2016).

Teaching speaking, according to Nunan (2003), entails teaching ESL students how to:

- Generate English speech sounds and sound patterns;
- Employ term and phrase emphasis, and inflection forms, besides the second language's pattern;
- Select accurate terms for the appropriate social context, viewers, circumstance, and topic content;
- Think logically in a relevant direction;

- Communicate values and judgments using language;
- Speak the language swiftly and confidently with minimal unnecessary pauses.

In fact, students struggle with speaking concerns such as sentence structure, fear of making mistakes, and a lack of motivation. Many teachers working in schools aimed at developing speaking abilities are familiar with comments like the ones below (Burns, 2019):

- Many of my students are hesitant to speak in class; they are shy and lack confidence;
- Some of my pupils speak in a "bookish" manner, as if they are reading from a book;
- My students enjoy speaking, yet they make several grammatical errors (Burns, 2019).

These kinds of remarks are common, given how difficult it is to communicate in another language. The nature of speaking skill is composite and dynamic, that necessitates simultaneous activation of multiple methods - intellectual, practical, together with social - as well as the rapid and real-time activation of a speaker's knowledge and skills. As a result, explicit teaching of speaking in language schools is crucial — "doing" speaking through a series of tasks is not necessarily similar to honing knowledge, aptitudes, in addition to tactics of dialogue. Even the brightest pupils who excel in writing exams struggle to explain themselves vocally in the English language (Sarwar et al, 2014). Nunan (1993) agrees, adding that teaching speaking skills in EFL classrooms can be challenging due to a lack of excitement and a tendency for students to use their mother tongue.

Anuradha et al. (2014) asserts the following ethics of instruction of speaking skills:

- Starting from day one, encourage kids to speak. If not, then as soon as feasible, rather than waiting for the teacher to teach them a set of words, phrases, or sentences;
- Don't be offended if some kids merely repeat what you've said;
- If a student responds to any interrogation using just one utterance, accept it in that instance;
- Let students converse freely with any level of English skills;
- Give hints on words and tell the students to use them in different settings, drilling as much as possible;
- Encourage students to use the back-chaining or tail-forwarding approach to combine more than ten sentences to create large sentences;

- Ask students to pair up, participate in role plays and work together.

3.1 Activities for the enhancement of speaking skills

Teachers who teach speaking skills must employ a variety of strategies to enhance learning (Wicaksono Hendro, 2016). In order to help students in mastering speaking skills, together with the strategies teachers must also pay attention to the different aspects of speaking which include vocabulary, grammar, pragmatics, pronunciation, and so on. The following strategies are a few ways ESL teachers can teach speaking in their speaking classes.

3.1.1 Teacher Talk

Teacher discourse as a learning input is one of the ways that can influence students' speaking abilities. Teacher talk is the language variety employed by the teacher to give instructions during learning (MA & Xiao-yan, 2006). A teacher talking in an English class is a register of the English language, that has explicit structures which are not shared by other registers. Teacher talk (TT) is a unique communicative practice with the purpose of communicating with students and improving their foreign language skills. When teachers simply talk to the students and see whether they comprehended, they are not only offering a lesson about a subject, but they are also probably giving a life lesson (Hariyanti, 2005).

3.1.2 Discussion

Discussion is one of the most effective techniques to develop students' fluency and confidence in speaking activities. At times, teachers spend more time speaking to their students in the classroom, however students also need a chance to develop their English language skills.

It will be helpful to include a variety of discussion tasks during English language class to allow students to participate by sharing their thoughts, expressing their knowledge, and connecting with teachers and other participants in the class, as this is crucial for refining students' fluency (Karam et al., 2021).

The ability to think critically is cultivated through debate. This is a good way to prepare for speaking tests. These speaking assessments assess

learners' ability to explain and justify concepts in English. It's also a chance for students to have a good time while studying. Using discussion activities in an English-speaking classroom has several advantages, including raising student motivation and interest. Teachers that incorporate discussion activities into their lectures can help students stay engaged and enabling them to speak in front of the class allows them to practice public speaking abilities while also increasing confidence and fluency.

3.1.3 Role Play

Role-playing in English language classes is one of the teaching tactics that has been recognised as important in addressing the issue of learners' lack of competency and improving their communication abilities. Because it encourages a natural strategy that endorses an act of discovery learning whereby students are encouraged to speak even though they make mistakes, role play is an excellent method of improving dialogue skills. Role-play can take place in practical settings where students get a chance to make mistakes in a safe atmosphere while achieving the desired learning results. As a result, the goal of achieving language competency and fluency is adequately supported (Saad, 2019).

According to an observation done by (Liu & Ding, 2009), language potency and error correction among learners were better when learners performed role-plays in groups and were given familiar situations to role-play. They also found that role-play increases learners' intercultural awareness and motivation. Learners can learn through interactions that give them a greater understanding of what is happening around them and allows them to use the target language (Liu & Ding, 2009)

According to (Liu & Ding, 2009), learners' language potency and error correction were increased when they did role-play in groups and in familiar situations. Students' multicultural awareness and motivation are also improved through role-play, according to the researchers. Interactions allow learners to have a deeper understanding of the world around them while also allowing them to practice speaking the target language (Liu & Ding, 2009).

3.1.4 Simulations

A simulation is an activity in which players are given responsibilities and provided adequate material about the issue to execute the responsibilities without having to act or creation of important facts (Jones, 2013). A simulation depicts a model that mimics real-world processes or systems. To complete tasks, discuss, argue points from different perspectives, and reach a solution for a particular problem, key information is presented ((Klabbers, 2016)).

The flipped classroom can be used to shift learning out of the classroom and simulation-based lessons may be integrated to enhance English language learning (M. Laura Angelini, 2019). The usual instructor-centered strategy is inverted with flipped learning. Outside of class, instruction is offered online, and traditional homework is moved back into the classroom.

Teaching English with Technology, delivering concept and contextual information, and creating prospects for knowledge through recreations in the classroom are all part of the flipped paradigm. The roles of teacher and student are transformed as a result of this paradigm shift. During the simulations, the teacher's role is to guide and facilitate while students do group activities or work as a team. The role of active participants is taken by the students in the classroom (Strayer, 2012).

3.1.5 Interview

Interviews can be conducted by students on a number of different themes. A good idea would be for the teacher to provide students with the rubric to make them aware of the question types. On the other hand, students can prepare their own questionnaires as well. When students conduct interviews with participants, it enhances their speaking skills outside the classroom together with allowing them to socialise.

By assigning responsibilities to students, three-step interviews can be utilised as an icebreaker for team members to get to know one another or to learn more about subjects in depth (Shih et al., 2002). Students in the Three-Step Interview approach take turns interviewing each other and then reporting back to the other partner. This strategy (Barkley et al., 2014) allows pupils to strengthen certain communication skills.

3.1.6 Brainstorming

On a given topic, students can develop ideas in a limited period of time. Depending on the situation, individual or group brainstorming is effective, and students produce ideas quickly and freely. One of the benefits of brainstorming is that students are not criticised for their ideas, which encourages them to express new ones. Because brainstorming is an open-ended sharing exercise that is typically done in small groups to promote participation, it is one of the approaches to training public speaking (Unin& Bearing, 2016). Students' enthusiasm, confidence, and involvement improve as a result of brainstorming, as seen by positive student conduct during classroom observations.

3.1.7 Storytelling

Because of its vast potential to give a realistic example of language use, literature integration has become a current trend in EFL education. Due to the motivational value incorporated in the stories, short stories appear to be the best choice among literary genres for this because they have the ability to assist students to improve all the four skills of listening, speaking, reading, and writing (Pardede, 2021). Students can tell the story in a class by giving a quick summary of stories they heard previously or making up their own stories to share in class. Storytelling makes students think creatively and express ideas using the format of beginning, middle, and ending. They can also solve riddles and tell jokes.

An example could be that the teacher asks students at the beginning of the class to tell jokes or riddles as an icebreaker. This address students' speaking abilities and gain the attention of the class.

Kim & McGarry (2014) claim that by using online resources that include self-study, video recording programme, and a speech text program (STP), as well as comment in an autonomous learning environment, learners can improve their speaking abilities and self-confidence. Participants in the research by Kim & McGarry (2014) showed that learning via storytelling can be student-centered to promote oral proficiency skills.

Picture narrating includes storytelling as well. This task is based on a sequence of photographs that are to be observed in order. Students are told to tell the story in class as is

depicted in the sequence of pictures, following the rubric given by the instructor.

To support designed learning activities, Hwang et al. (2014) created a Web-based multimedia storytelling structure. Students were encouraged to rehearse discourse by creating stories on their own and with their partners using this technique. They wanted to see if using the method to improve EFL students' speaking skills could be as effective as using individual and interactive storytelling.

3.1.8 Information Gap

This activity requires students to work in pairs. One student will have knowledge that the other does not, and the two students will share it. Closing the information gap serves a number of purposes, including problem resolution and data collecting. Furthermore, each partner plays an important role since the work cannot be completed unless the partners provide the knowledge that the others demand. These exercises are effective because everyone can talk well in the target language.

3.1.9 Reporting

Before going to class, students are obliged to read a newspaper or magazine, and in class, they describe to their classmates what they consider to be the most interesting news. Before class, students could talk about if they've had any interesting events in their everyday lives that they'd like to share with their peers.

3.1.10 Story completion

For this very entertaining whole-class, free-speaking exercise, students sit in a circle. The teacher starts telling a tale, but after a few phrases, he or she halts. Then, one by one, each student starts to tell their story, picking up where the one before them left off. Each student is asked to provide four to ten sentences. Students can create new characters, events, descriptions, and so on.

4.0 The roles of teachers and students in the speaking classroom

The expectation from ESL teachers is to guide the students during the lessons and keep the class in order. Consequently, teachers must play many different roles depending on the capability of students.

Teachers in the ESL sector typically assume the roles of evaluator, manager, facilitator, instigator, promoter, contributor, monitor, model, and so on. Successful teachers evaluate their students' speaking skills through observations as well as tests meant to assess their learners' oral skills. Though, in the majority of language teaching courses, students' oral abilities are rarely assessed (Koran, 2015).

Foreign language acquisition is most effective when students interact with one another, thus teachers should give students the opportunity to communicate in English during class. Because many language learners want to become proficient in the target language, activities in the classroom must be tailored so that speakers are encouraged to speak fluently. Speaking is a composite procedure in itself; a number of students are hesitant to talk in or out of the classroom for many social or psychological reasons, hence they remain silent. It is vital for language teachers to employ strategies such as role-plays, dividing students into groups, group projects, etc. to overcome shyness and reluctance to speak English. As a result, a language teacher's major responsibility is to motivate students to use English not only in the classroom as well as in their day-to-day interactions with peers, teachers, and other individuals that speak English.

Nair et al. (2017) performed a study with teachers, asking them to reflect on their school and university teaching experiences. One of the first things they admitted was that they lacked the necessary equipment to teach pronunciation. The participants reflected on phonology practice from their teacher training colleges while reflecting on their preparation to become ESL teachers. They explained that the classes were conducted to help them interpret the phonetic transcriptions contained in advanced dictionaries and subsequently transcribe isolated words and sentences into phonetic symbols as teachers. In this sense, the phonology lectures were primarily designed to assist aspiring teachers in improving their command of the English language. However, how to teach pronunciation received very little consideration.

The resources used by teachers, as well as the learners themselves, play an important role in successful second language speaking development. They should be encouraged to manage their learning and improve their speaking skills on their

own. They can do so by being more conscious of themselves as second language speakers, gaining a greater grasp of the nature and demands of speaking, and critically analysing tactics that can help them communicate more effectively orally. Although speech creation is an individual undertaking, working collaboratively with peers can substantially improve a learner's growth of second language speaking.

4.1 Problem with Speaking Activities

In ELT, there are a variety of issues to address when teaching speaking skills. The issues are summarised by Tahir (2011) as stated below:

1. Self-consciousness. Speaking requires real-time contact with an audience unlike reading, writing, and listening. Students do not feel confident speaking a foreign language in front of peers in the classroom because they are scared of making mistakes and being scrutinized or simply timid of drawing attention to themselves.
2. I don't have anything to speak about. Learners often claim that they cannot think of anything to say or lack the motivation to speak and express themselves.
3. Inconsistent or low participation. If he or she is heard, just one participant can speak at a time; in a big cohort, this means that each participant will have limited time to speak. This issue is worsened by the fact that some members of the group may dominate over others and speak longer than required, not giving a chance to others to speak.
4. The usage of native language. When a group of students shares the same native language, they may choose to use it in class since it requires less effort, and they do not feel "exposed."

According to Kayi (2006), teaching has a variety of implications in terms of developing English speech features. Kayi goes on to state that choosing the appropriate diction for the right context, managing students' thinking in a group environment, audience, scenario, and topic matter as a way of conveying values and a meaningful and logical sequence are all important. Making judgments and using the language in a responsive and flexible manner is also essential when it comes to teaching individuals how to communicate.

Most university students have difficulty pronouncing words correctly and expressing themselves vocally in English (Attamimi & Altamimi, 2018). Speaking and listening are largely ignored by most ESL teachers, who place a

greater focus on grammar and vocabulary (Altamimi et al., 2020). The majority of teachers focus on asking students to master the language's grammatical elements. This overemphasis on grammar instruction results in students who can write correct sentences but struggle to communicate verbally. As a result, the types of tasks assigned in English-speaking classes frequently reflect artificial aims that demand greater attention to grammatical characteristics that are rarely used in everyday life. Because of this, the most significant aspects of speaking, such as accuracy, fluency, appropriateness, coherence, and the like, are not emphasised, and the speaking skill is mostly taught through the grammar-translation technique. Many pupils learning English suffer from a lack of speaking ability as a result of this strategy.

Several studies have investigated the concerns and issues that ESL students have when participating in speaking activities in the classroom. Zhang & Liu (2013), Gan (2012), Al Hosni (2014), and Wang (2014) conducted notable studies. They were primarily concerned with university students studying English in contexts where the bulk of people do not speak English. Students' speaking issues were addressed in these studies in connection to academic success. Zhang & Liu (2013) for example, looked at the foreign language anxiety, personality qualities, and self-esteem of Chinese ESL students. A 94-item survey was used to collect data from 934 non-English majors in their first year of undergraduate study.

Students were apprehensive in English class and were fearful of being badly graded, according to the findings. Students were also nervous about speaking English in class or while completing tests, according to the findings. Gan (2012) investigated the challenges with spoken English skills that ESL students face at the postsecondary grade of study. Research employed twenty students in the study, and data was collected via partially structured interviews, which allowed participants to share their perspectives regarding the difficulties they have while trying to communicate in English. The findings show that students had a variety of issues with their speaking skills, including a lack of lexis, syntax, articulation, and inflection. Additionally, students lacked speaking practice during their classes and they were deprived of the right atmosphere outside of the classroom.

Al Hosni (2014) investigated the oral communication difficulties that EFL students. Classroom observation, semi-structured interviews, and curriculum analysis were used to collect data from grade 5 teachers and students at a basic education school in Oman. Students grappled with language challenges, making it difficult for them to utilise proper terms when communicating, according to the research. The usage of one's mother tongue is another challenge that students face. Because they are unable to compose sentences in English, they resort to their original tongues to make up for their shortcomings. The final point of worry is inhibition, which refers to students' dread of making mistakes when communicating in English in front of their classmates. In terms of the factors that contribute to these problems, it was found that instructors did not spend much time teaching speaking skills in the classroom.

Chinese EFL students find it challenging to speak English accurately and fluently Wang (2014). The survey involved a total of 100 students. They were English majors at the institution. A ten-item questionnaire was created using closed-ended questions. The findings highlighted two main speaking issues: accuracy, which includes grammatical mistakes, and fluency, which includes mispronouncing words, pausing, and forgetting what you know while speaking.

Conclusion

Facilitating speaking is an important part of learning a second language. The ability to communicate effectively and efficiently in a second language improves academic performance as well as success later in life. Therefore, language teachers must emphasise the importance of developing speaking skills. Rather than focusing exclusively on recollection, it is desirable to establish a rich environment conducive to genuine interaction. Various speaking exercises, such as the ones listed above, can assist second language learners in developing fundamental interaction skills that they will need throughout their lives. The many exercises listed above are intended to provide students with chances to apply what they have learned in class. These activities engage students in the learning process while also making learning more relevant and enjoyable for them. The enhancement of speaking skills gives confidence to the learners to excel in their learning.

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