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Methods of Language Teaching/ 3rd Class

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Teaching _Speaking

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Introduction

Speaking is commonly regarded as the primary and fundamental language proficiency. Language serves as the main method via which we express our thoughts, ideas, and emotions to others, and it has significant importance in both personal and professional contexts. Proficient speaking abilities enable individuals to:

- Participate in substantial dialogues and establish interpersonal connections.
- Articulate their thoughts with precision and assurance in order to effectively communicate their intended message.
- Gain entry to and distribute knowledge, engage in conversations, and actively contribute to the process of making decisions.
- Success in academic and professional settings, where verbal communication frequently plays a crucial role.
- Develop self-assurance and empowerment via the skillful articulation of their viewpoints.

When it comes to language learners, the development of speaking abilities is especially important since it enables them to actively utilize the language they are learning, negotiate meaning, and eventually acquire communicative competence.

Challenges in Teaching Speaking Skills

teaching speaking skills can be a complex and multifaceted endeavor. Some of the key challenges that language instructors may face include:

- Speaking necessitates the integration of several language aspects, including pronunciation, vocabulary, grammar, and discourse organization. Helping students gain competency in these areas might be difficult.
- Speaking requires the preparation, processing, and monitoring of one's linguistic output in real time. In order to properly control these cognitive processes, learners need to create strategies.

- Anxiety, motivation, and self-assurance are a few examples of factors that can have a big influence on a learner's willingness to participate in speaking activities and their overall speaking performance.
- It might be difficult to provide students the chance to practise speaking in authentic, relevant situations, particularly in language schools.
- Developing students' general fluency and communication ability while also assisting them in achieving linguistic correctness is a delicate balance that instructors must strike.

Developing Linguistic and Pragmatic Competence

Effective speaking instruction goes beyond merely teaching grammar and vocabulary; it must also address the linguistic and pragmatic aspects of oral communication. This includes:

1-Pronunciation and Fluency Development:

- Explicit instruction and practice in articulation, stress, rhythm, and intonation patterns
- Fluency-building activities that promote automaticity and the smooth flow of speech

2-Grammatical and Lexical Competence:

- Targeted practice with relevant grammatical structures and vocabulary for speaking
- Strategies for retrieving and using appropriate language in real-time interactions

3-Pragmatic Awareness:

- Raising learners' awareness of sociolinguistic conventions, such as turn-taking, politeness, and register
- Providing opportunities to practice using language appropriately in various social and cultural contexts

Strategies for Effective Speaking Instruction

A range of instructional challenges, including the following, can be used by language teachers to address these challenges and foster the development of speaking abilities:

- Conducting thorough needs assessments to identify learners' current speaking abilities, strengths, and areas for improvement.
- Incorporating a range of practice tasks, from controlled exercises (e.g., drills, information gap activities) to more open-ended, communicative activities (e.g., role-plays, discussions).
- Providing targeted instruction and practice in pronunciation, stress, rhythm, and intonation patterns, as well as activities that promote fluency development.
- Raising learners' awareness of sociolinguistic conventions and providing opportunities to practice using language appropriately in diverse contexts.
- Offering constructive, non-threatening feedback that addresses both accuracy and fluency, and encouraging learners to engage in self- and peer-assessment.
- Authentic Speaking Opportunities: Integrating real-world topics and tasks into speaking activities to simulate authentic communication scenarios.
- Fostering a low-anxiety classroom atmosphere that encourages risk-taking, collaboration, and the celebration of incremental progress.
- Teaching learners strategies for planning, monitoring, and evaluating their own speaking performance, empowering them to become autonomous, self-directed communicators.

Designing Effective Speaking Lessons

Lessons that are centred on speaking should involve a range of activity types that lead students through a progression of practice and skill development. It is essential to integrate these sorts of activities while organising lessons. Here are several examples:

1- Pre-Speaking Activities:

- Activating prior knowledge and introducing key vocabulary or language structures

- Providing opportunities for learners to brainstorm ideas, plan their discourse, and build confidence

2- During-Speaking Activities:

- Controlled practice exercises (e.g., drills, information gap activities, role-plays) to develop linguistic accuracy

- More open-ended, communicative tasks (e.g., discussions, presentations, debates) to promote fluency and pragmatic awareness

3- Post-Speaking Activities:

- Opportunities for learners to receive feedback, reflect on their performance, and identify areas for improvement

- Extensions or follow-up tasks that encourage learners to apply newly acquired speaking skills in different contexts

Using this kind of lesson planning, we are able to assist students in moving from the stage of comprehending and practicing specific language aspects to the stage of engaging in conversation that is genuine and significant. A collaborative learning environment may be fostered by combining a balance of individual, pair, and group activities. This can also give learners with a variety of opportunities to demonstrate their speaking abilities.