TEACHING STUDENTS TO IMPROVE THEIR ORAL SKILLS

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Aside from Mathematics, most of the students are also afraid of standing and speaking before an audience. They feel they will be humiliated or embarrassed because they have the so called stage fright.

To refrain from this, a language teacher must know how to structure an oral skill class and determine its content along with the implementation of varied classroom activities that will promote oral skills development at the same time understand issues related to classroom evaluation of speaking skills and testing through oral examinations.

Speaking in a second or foreign language has often been viewed as the most demanding of the four language macro skills. Fluent speech contains reduced forms, such as contractions, vowel reduction, so that learners who are not exposed to or who do not get sufficient practice with reduced speech will remain their formal sounding full forms.

Many of us are not fluent in conversation. We have not been prepared for spontaneous communication and can not cope up with all of its simultaneous demands. That is speaking is an activity requiring the integration many subsystems, all these factors combine to make speaking a second language a formidable one task for language learners, however, many individuals seen speaking as the central skill.

Although in many second language class, speaking only comes next to listening, especially its about comprehension lesson. However, with the advent of the coming of
the communicative competence theory, the practice of communicative language teaching, the teaching of oral skills becomes the focal point in many ESL classrooms.

In the classroom, children can be taught the rudiments of speech choir, reader’s theatre and other public speaking activities. That will totally help students to be more fluent in classroom interaction. According to Cooper (2001) students frequent participation in different oral activities exhibit three characteristics; efficiency, competence and aesthetic appeal. Each characteristics help students to broaden their understanding and build essential skills that complete a richer learning experience for students and it is efficiently demonstrate during oral activities in class.

Teachers need to carefully identify the different dynamics in their classroom, to help with the students’ success, they should build rapport with the students so they feel comfortable asking questions orally. Koeller (2003) described the value of enjoyment a student acquire from performing an oral activity or task which keep the students motivation high, thus, it promotes abstract and critical thinking skills at a higher level which resulted to increased of students achievement.

According to Schimmer (2016), teachers need to constantly thinking about changing their practices and evaluating the impact of their teaching strategies to best fit the needs of their students especially during oral lessons/interactions which are commonly uses formative assessment, with this strategy teachers gave feedback to students and assess their needs, adequate practice further enhance students’ learning.

Furthermore, when students feel the sense of love and belonging though they weren’t fluent orally, they will provide more effort to become productive and independent problem solvers.

Build among student the responsibility and love of oral independent learning, thus, when students really believe that learning will directly benefit them in their lives, they
will have better attitudes and more success towards academic achievement, self-efficacy, confidence and be a life-long learners.

References:

Mc Caffrey, T. Copper (2001) - Classroom Assessment Scoring System on Different Oral Activities, MA; Brokes Publishing Co.
