

Developing the Acquisition Skill of Speaking in the Language Classroom

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Abstract

This paper intends to promote learners' acquisition skill for the speaking a foreign language in the classroom by applying effective ways. Nowadays, many effective strategies and activities are used to teach and learn four skills in the language classroom. Teachers are always observing to fill students' needs fruitfully and motivate their students' interest. As English is the second language and it's a foreign language, the role of English (International Language) is the essential need to communicate with each other with the development of Information and Communication Technology. Therefore, students also need to improve their language acquisition skill in speaking. This research paper suggests how to improve students' English language acquisition skill in speaking.

Keywords: acquisition, applying effective ways, speaking skill

1. Introduction

Learning speaking is one of the most important skills in four skills. As English is widely used as the second language, students need to learn it. And learning to speak skillfully in English is a priority. To keep up rapport in relationships, influence people, and win or lose negotiations, students need to be interested in it.

As one of the international languages, English is also being taught in every country. For the students, learning to speak is the primacy of language because it is an essential tool for them to join the Government services as well as their respective professional fields. Besides, speaking is one way to communicate in which ideas and thoughts are delivered orally. To enable students to communicate, teachers need to train them in real communication. The students should also be able to interact orally each other through English. But in fact, the majority of the students do not act English in their language conversation because they use mother tongue than English as a medium of communication. The method in teaching English used by language teachers in classroom is boring. As there is no innovative ideas or activities in teaching, they made students delay to learn.

Thus, this research paper emphasizes on the important factors to be taken account for developing speaking skill.

2. Literature Review

English speaking ability is also very important for some people who keep in touch with other everywhere and every day through English. In this global era, many people used English language as a medium of communication and it makes people who come from different countries to be easier in making interaction and communication.

It is a way to communicate with people, a way through which can reach out to make the thoughts and feelings. If someone wants to share his or her experience with somebody, writing will help them the most effectively. Writing differs from talking. When people communicate a message orally, they know the situation, including the mood and tone. Oral, emotional or kinesthetic are feedback of conversational partner or audience. In English, speakers need to use communication strategies when they lack words, phrases, or structure and learners were used gesture and paraphrase. They were attempted to achieve clear communication for various kinds.

3.Reasons for Speaking in The Language Classroom

Everyone speaks for many reasons – to be social because they want something, they ask other people to do something, to do something for someone else, to respond to someone else, to express their feelings or opinion about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening, and so on. For learners who are studying English as a second language, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of second language communication. Speaking is a crucial part of second language learning and teaching. Students have to know why speaking is important in

their language classroom. In every computer university, first year to final year students have to make many projects concerning their specialized subjects. When they present their projects, they deliver in English with their PowerPoint. Thus, they need to promote their language skills.

4. The Effective Ways of Language Acquisition Skill in Speaking

Speaking skill is a productive skill which is difficult to master. By learning speaking skill, students can improve their speaking ability which is essential for their respective profession. In order to produce a good speech, students need to have fluency in the language. Moreover, vocabulary knowledge and pronunciation are important of language in speaking skill. Many effective ways can help the teachers how to provide fluent speech as an effective ways of communication.

4.1. Building awareness of the social use of language

To build awareness of the social use of language and to practice essential features. The achievement aim is an understanding of what are appropriate social behavior and the language that accompanies it.

4.2. Building confidence

This is needed to build comfortable and confidence students able to produce language quickly and automatically. Controlled practice can be advanced usefully to build cohesiveness in a class of students as they try out the language together. The teacher can create a positive situation for classroom communication by standing back whenever possible and using cross-class questioning or pair work practice. This will facilitate the more difficult, risk-taking encounters of fluency work.

4.3. Issues for the language teacher

This issue is fundamental to ELT professional practice. Learners' context study of English were highlighted the social, educational, and local factors. This may advantage or disadvantage the learners in the classes. As a teacher: on the one hand, strong language awareness and positive attitudes to learning English in the community; on the other, lack of exposure to English.

4.4 What do learners know about how languages are learned?

There are four areas of investigation among second language acquisition researchers which gain special attention from English language teachers: the nature of the inputs to learners; how learners process the input; the role of classroom interaction; and the role of error in language learning.

4.5 The nature of input

A significant idea has emerged comprehensible input in recent years. Krashen's (1985) input hypothesis states that language is picked up, or acquired, when learners receive input from 'messages' which contain language their understanding and from which they can guess the meaning. The hypothesis makes a distinction between acquiring language learning through conscious attention to language study. The acquisition process, was called a creative construction process, is parallel to a child learning of first language. A study of learner's errors suggests that strategies' functional ways, such as paying attention to the ends of words, to formulate hypotheses about rules in the language. Hypotheses were tested out in own attempts to produce language and gradually revised as receive feedback on their attempts. Faerch and Kasper (1983) have suggested that a language learner has formulated a hypothesis; it can be tested out in various ways. For example, one way would be checked it in a dictionary or grammar book, or with a teacher or native speaker.

4.6 The process of intake

Intake, the second language acquisition refers to the ways; learners' process input and absorbs language to their interlanguage system. Learners will not available process the input. A few issues of confronting the students hear or perused may not be understood. Some inputs will receive more attention to seem more important or outstanding to the learner at a particular development stage for various reasons. It is clear that some kind of input was needed language acquisition, but input is the most useful acquisition in facilitating the process.

5. The role of interaction in the classroom

Information idea is identified with yield: Learners need practice in producing conceivable yield utilizing all the language assets they have just gained, (Swain1985). Feedbacks were getting from the teacher and other students in the class enable learners to test hypotheses and refine their developing knowledge of the language system. Learners are to cope with lack of language knowledge by struggling to understand themselves, by speaking slowly to produce output. For example, repeating or clarifying their ideas through rephrasing. When a group work do while talking together, is called negotiation of meaning and the aim is to make output more comprehensible. There is a guideline of ELT practice that association pushes students to create increasingly precise and fitting language, which gives contribution to different understudies. This is one of the reasons of pair work and group work have become common features of contemporary classrooms. Information and yield language contrasted in a class utilizing work fronted and constrained by the educator. Language backgrounds are variety of students completed two communication activities such as discussion and decision-making.

5.1 Results of the role interaction in the classroom

The following results were the students produced more output in the group work; each student was exposed to more input in the group work; completions and corrections were more common in the group work. There was no difference in accuracy level in the students' output in both situations, but there was little evidence of negotiation of meaning in either situation. The language of input and output ways differed from using in small group work in a class and whole-class work was fronted and controlled a sequence of following class by the teacher. The study was given students' evidence of negotiating meaning through clarification checks.

5.2 The role of error

Language learning process comes predictable mistake and positive procedure. Blunders are viewed as articulations of a students' measure to interlanguage advancement. Many of the conflicting views of error correction were occurred in the classroom. In generally, teachers do not receive explicit negative feedback on the accuracy of the language and by analogy, adult learners do not require constant correction of distraction and demotivation. The role of the teacher is to provide

feedback learners can work on in order to refine their understanding and move to interlanguage. If the teacher decide to undertake the role, teachers will need a careful rules for making decisions about what, when, and how to correct. Learners progress quicker with important language practice in a rich semantic condition and with an educated strategy regarding blunder amendment with respect to the teacher. Meaningful language acquisition skills were learners interesting topics by skillfully explain teaching is more effective ways for language teachers.

6. Methodology

This research used a quantitative process of questions and answers session to gather information. It intended to improve students' language acquisition skill and their abilities in their academic year. The mentioned ways above are very fruitful to develop the effective language learning and language acquisition skill for the students as well as language teachers.

6.1 Data Analysis

In order to investigate actual needs for developing the speaking skill of the final year students, total 80 were selected for this study. The questionnaires are given to both the final students who are attending at the University of Computer Studies, Taunggyi (2018-2019 Academic Year) and the language teachers, total 8 who are responsible for conducting the course in order to know about the development of speaking skill of their students.

6.2 Data Collection Instruments

In this study, multiple choice questions were used to investigate the research questions for the students and the language teachers at the University of Computer Studies, Taunggyi.

6.3 Language Learning Questionnaire for the students at UCS (Taunggyi)

- (1) Tick the option that applies to you.
 - A. I want to learn English because:
 - B. I want to live and work abroad.
 - C. I want to work with English speaking people.
 - D. I need to pass my exams.
 - E. I need to get a job.
 - F. I like the language.
 - G. I can use it in the family business.

- H. I want to learn/ understand/ sing pop songs.
- I. Other (please specify) -----

(2) Which of the following do you want to be able to develop in English language acquisition skill?

- A. Read English newspapers and magazines.
- B. Read English literature.
- C. Have conversations.
- D. Know the grammar.
- E. Listen to lecturers and make notes.
- F. Write to friends.
- G. Write business letters.
- H. Write reports.
- I. Give speeches and talks.
- J. Read science books.
- K. Other (please specify) -----

(3) Which of the following classroom activities do you think help you to learn and to improve your English Acquisition skill?

- A. Reading authentic texts (e.g. newspaper articles)
- B. with the teachers' help.
- C. Repeating what the teacher says.
- D. Answering the teachers' questions.
- E. Doing oral work in pairs.
- F. Group discussion.
- G. Doing grammar exercises.
- H. Listening to phone recordings.
- I. Self-study sessions.
- J. Writing compositions.
- K. Copying from the board.
- L. Learning new words with a dictionary.
- M. Other (please specify) -----

6.4 Analysis of Students Data

Table 1. The student's assessment of Language Acquisition Skill Computer Science Students at UCS (Taunggyi)

Proportion of students mentioning	Number			Average Percent		
	Survey 1	Survey 2	Survey 3	Agree	Disagree	Neutral
Building Confidence	35	35	30	60%	30%	10%
Issues	40	35	25	75%	20%	5%
Process of Intake	45	25	30	30%	30%	40%
Role of Interaction	50	30	20	80%	20%	0%
Error	30	40	30	30%	55%	15%

Table 2. The student's assessment of Language Acquisition Skill Computer Technology Students at UCS (Taunggyi)

Proportion of students mentioning	Number			Average Percent		
	Survey 1	Survey 2	Survey 3	Agree	Disagree	Neutral
Building Confidence	45	20	15	60%	30%	10%
Issues	35	35	10	75%	20%	5%
Process of Intake	45	25	10	30%	30%	40%
Role of Interaction	50	10	20	80%	20%	0%
Error	20	35	25	30%	55%	15%

Table 3. Personal data of the participants

Gender\ Subject	Number of Participants	Percent
Male	20	33
Female	60	65
Computer Technology	32	53
Computer Science	41	35
Master (M.I.Sc)	7	10

Table 4. The participants' grades in the English Language acquisition skill of the Mid-Term Examination

Grade obtained	Number of Participants	Percent
A (80-100)	7	5
B (60-80)	33	45
C (40-60)	32	44
D (20-40)	8	6
Total	80	100

6.5 Discussion

This study shows important factors to be taken account for developing students' speaking skill. In order to develop their speaking skill, they need a lot of exposure. They are motivated by interesting activities. A good speaker is not a specially gifted person with innate abilities and God given talents. It can be acquired by practising, so it is suggested that they should practise it not only inside but also outside the classroom. Therefore, the more students practise this skill, the more they can perfect effectively. Thus, every foreign language learner has to improve their speaking skill.

And then, students are more interested in speaking in their language classroom with teachers' encouragement without fear and stress. In order to help students, develop their ability in language acquisition skills as English speaking, the teacher need a descriptive framework for looking at spoken course and a way of categorizing speaking situations. Learners make

participation for demand situations. Teachers will be able to find an appropriate classroom methodology.

6.6 Research Questions for the language teachers

Table 5. Results of questionnaires distributed to the teachers critically think about their own teaching and their data

statements	strongly agree	agree	strongly disagree	disagree
1.If possible I prepare the room before the students arrive.	3	3	1	1
2.I prepare all the material I need for a lesson, and order and arrange it for quick and easy distribution to groups and individuals.	4	3	0	1
3.I teach my group exactly how they are to move into different activities, and they do not do this until they are given the signal.	3	3	1	1
4.Whenever I have a new class I train them in how they should attract attention.	6	2	0	0
5.I have set routines for giving out and collecting written work, worksheets, materials etc.	2	4	1	1
6.I make sure that student is engaged in productive activity as soon as they enter the classroom.	5	1	1	1
7.Particularly in large classes I have a system of numbering or making the materials I issue, so that I know exactly who has what if I need to collect the material in again.	1	5	0	2

6.7 Findings

In my research, the participants are final year students at the UCS (Taunggyi). Most of the students are too much rely on dictionary to search the meaning of words that guide to lose the way of the purpose of learning English. As they are allowed spending much time to talk with pair work or group work, they are more progressive and advance their learning. Therefore, talking time for students' talk is one of the most effective ways to improve their language acquisition skill. By encouraging the teacher and giving the guidelines, the students take the habits of building confidence of their language learning skill and supplying the language teachers' encouragement.

6.8 Discussion

This study shows important factors to be taken account for developing students' speaking skill. In order to develop their speaking skill, they need a lot of exposure. They are motivated by interesting activities. A good speaker is not a specially gifted person with innate abilities and God given talents. It can be acquired by practising, so it is suggested that they should practise it not only inside but also outside the classroom. Therefore, the more students practise this skill, the more they can perfect effectively.

In any language learning, speaking prevails. Thus, every foreign language learner has to improve their speaking skill.

And then, students are more interested in speaking in their language classroom with teachers' encouragement without fear and stress. In order to help students, develop their ability in language acquisition skills as English speaking, the teacher need a descriptive framework for looking at spoken course and a way of categorizing speaking situations. Learners make participation for demand situations. Teachers will be able to find an appropriate classroom methodology.

7.Conclusion

In learning and developing the English language acquisition skills, students gain many effectiveness of their further studies and they apply their exam. One of the best ways to progress student's language acquisition skill is repetitive practice. EFL students' who are good at self-directed learning can increase learning abilities to develop other important skills such as self-confident, self-reliance, self-assessment, time management, a strong commitment and collaboration with peers in this learning process. Teachers have a good deal of flexibility in deciding how to use these hours as long as we keep to the curriculum objectives set out by the educational authorities. In general, teachers' task is to translate the objectives into courses, using textbooks and own materials. Project work has become very popular in these times at Universities. Teachers have been glad to set project work and we need to focus on using English language in the classroom for purposes that are as real as possible. We also like being able to set up a project and then standing back a little while our learners organize themselves in collaborative work. It's student-centred teaching for teachers with this age group as we believe they really need to develop skills of organization and working together. Universities work out their own guidelines for assessment. Most of the

teachers of UCS (Taunggyi) set their own tests within the English curriculum.

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