

English Teacher's Strategies to Enhance Speaking Fluency in Non-Native Learners

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Abstract

The historical use of English worldwide was primarily rooted in commerce, trade, and communication for business promotion. However, its significance has transcended these origins to become an essential tool for global survival. Presently, English proficiency extends to the education sector, where both written and spoken skills hold paramount importance in achieving competence and effective communication. In the contemporary landscape, superior spoken English correlates with higher professional attainments. Nevertheless, mastering English presents challenges, especially for non-native learners and instructors, impeding the development of their spoken fluency. Extensive research has been conducted to devise strategies aiding teachers and non-native learners in enhancing their English fluency and standardizing their skills. This paper guides the forthcoming generation of non-native learners in implementing these strategies, fostering improved speaking fluency. This paper delves into the crucial role that English teachers play in improving the speaking fluency of non-native learners. It discusses various strategies that educators can implement to create a conducive environment for language development, enhance vocabulary and pronunciation, and encourage meaningful interactions. By focusing on these strategies, English teachers can significantly contribute to the linguistic growth and confidence of their non-native students.

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Introduction

Non-native learners are individuals who possess biliteracy skills and were once classified as students with limited English proficiency. However, their capabilities should not be underestimated. While their linguistic competence might be lower than that of native speakers, effective teaching can pave the way for achieving proficiency and excellence in spoken fluency.

In the realm of language skills, speaking holds paramount importance among the four aspects of language learning: listening, speaking, reading, and writing (LSRW). Our contemporary world is undergoing globalization and increased interconnectedness among nations. Consequently, English has emerged as a universal language, connecting individuals across the globe. Recognizing the significance of English beyond its linguistic aspects, our education systems have incorporated it as an integral component for leading a fulfilling life.

This holds particularly true for non-native learners and educators who are dedicating extra attention to adopting effective learning strategies. These strategies aim to establish an optimal learning environment that facilitates improved learning outcomes and, by extension, makes teaching more effective.

Given the diverse array of learners, including factors like individual differences and learning environments, the educational landscape continues to evolve rapidly. Researchers consistently engage in thorough investigations and propose strategies each year to enhance the fluency of non-native speakers to the highest possible level. The outcomes of such endeavors have yielded tangible improvements in the fluency of speaking skills among learners, validating the effectiveness of these strategies.

Speaking fluency is a fundamental aspect of language acquisition, particularly for non-native learners.

The proficiency to communicate effectively in English is an essential skill for individuals seeking success in an interconnected world. English teachers are uniquely positioned to facilitate this skill development through a combination of pedagogical approaches and classroom techniques.

Process

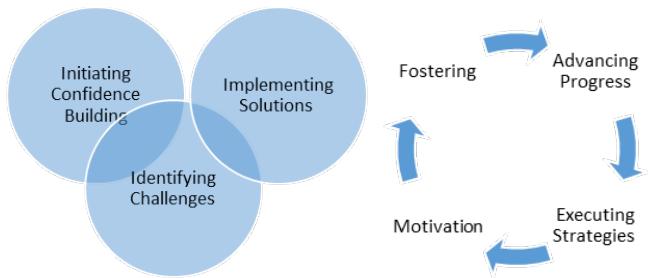


Fig 1: Progression methodology in learning by persuading confidence

In the role of an educator, it is incumbent upon us to nurture confidence within students, breaking down their shyness and enabling their transition to the next level of learning. This transition involves fostering the courage to communicate in English, irrespective of the awareness of potential errors. Subsequently, a comprehensive understanding of their learning struggles and points of delay is crucial. Armed with this awareness, students can embark on the journey of seeking solutions. This endeavor encompasses the deployment of both minor and major strategies and activities tailored to their needs.

During this pursuit, teachers play a pivotal role by continuously motivating students and closely monitoring their progress. This observant approach allows educators to celebrate the students' achievements and address any obstacles that may arise. Additionally, educators should be prepared to provide remedial assistance when required, especially for those who may be progressing at a slower pace or are in the early stages of learning.

Literature Review

This literature review mainly covers the perception of other researchers on Non-Native learners learning strategies and Outcomes.

Speaking for appropriate advice usually occurs in contexts where speaking achievement is conducted for an audience in differing circumstances. The attempt of accessible speaking are additionally intertwined with the development of speaking for appropriate communication. When an accent involving an admirer is taken into consideration, the act of speaking is advised to be added complicated than accepted accustomed chat and a cardinal of added abilities are therefore included in the speaking commitment process, e.g. allotment topics, acclimation thoughts, dressmaking the message, and adapting to adviser acknowledgment (Lucas, 2001).

While account and alert are advised to be the two acceptant abilities in accent acquirements and use, writing and speaking are the added two advantageous abilities all-important to be chip in the development of effective communication. Of all the four macro-English skills, speaking seems to be the best important accomplishment appropriate for communication (Zaremba, 2006). Able advice by agency of speaking usually creates a cardinal of benefits for both speakers and business organizations. For example, able speaking abilities aftereffect

in achievements during august speaking activities, job training activities, job interviews, and abounding added business purposes (Osborn, Osborn, & Osborn, 2008). Zaremba (2006) additionally acicular out an abstraction advertence that speaking abilities or communication abilities were usually placed advanced of assignment experience, motivation, and bookish accreditation as criteria for new application for employment. Acceptance who abstraction English as a adopted accent (EFL) usually have limited opportunities to allege English alfresco the classroom (Zhang, 2009) and additionally bound acknowledgment to English speakers or associates of the all-embracing community. This ability be one acumen for agents to accommodate more situations and activities for acceptance to strengthen their speaking competence.

Approaches to Improve the Speaking Skills of Non-native Learners.

There are several approaches to improve the speaking skills of non-native learners. A few among them are:

Establishing a Supportive Learning Environment: Creating an atmosphere where non-native learners feel comfortable expressing themselves is paramount. Teachers should encourage a culture that values risk-taking and treats mistakes as opportunities for learning. This environment fosters the confidence required for learners to engage in verbal communication without fear of judgment.

Authentic Language Contexts: To enhance speaking fluency, English teachers must expose learners to authentic language contexts. Incorporating real-life scenarios such as role plays, debates, and simulations provides practical experience in using English in everyday situations. These activities help learners build confidence and adapt their language skills to diverse communication contexts.

Focus on Pronunciation and Intonation: A crucial element of speaking fluency is pronunciation and intonation. English teachers should integrate phonetic exercises and drills to improve learners' pronunciation accuracy. Developing a natural intonation pattern enables learners to convey emotions and meaning effectively, enhancing their overall communication skills.

Vocabulary Enrichment: Expanding learners' vocabulary is integral to fluency enhancement. English teachers can introduce idiomatic expressions, phrasal verbs, and colloquial language. Incorporating vocabulary-building activities and providing opportunities for learners to use newly acquired phrases in conversations can significantly improve their language fluency.

Incorporation of Speaking Activities: Regular practice through speaking activities is essential for sustained improvement. Teachers should design activities that progress from simple to complex, allowing learners to gradually develop their speaking skills. Games, presentations, discussions, and storytelling not only engage learners but also provide opportunities for meaningful language use.

Peer Interaction and Collaboration: Peer interaction fosters an interactive learning environment. Pairing or grouping learners for discussions and collaborative projects encourages them to engage in spontaneous conversations. These interactions help learners overcome shyness and develop the ability to communicate fluently with different interlocutors.

Providing Constructive Feedback: English teachers should offer constructive feedback that addresses specific areas for improvement. This feedback should cover pronunciation, grammar, vocabulary usage, and overall fluency. Encouraging

self-assessment enables learners to take ownership of their learning journey.

Language Exchange Opportunities: Arranging language exchange programs or interactions with native speakers or other English learners exposes learners to diverse accents and communication styles. These experiences provide authentic learning opportunities, enabling learners to apply their language skills in real-life situations.

Integration of Multimedia Resources: Engaging multimedia resources like audio recordings, podcasts, videos, and movies exposes learners to various accents, dialects, and speech patterns. These resources make the learning process more dynamic and enjoyable, enriching learners' exposure to the English language.

Setting Realistic Goals: Teachers should guide learners in setting achievable goals for speaking fluency. These goals could range from active participation in classroom discussions to delivering short presentations. Celebrating the attainment of these goals reinforces learners' motivation and sense of accomplishment.

Minor Strategies

- Engaging with Native Language Media, Music, and News
- Replicating Movie Dialogues
- Exploring Tongue Twisters
- Vocalized Reading Exercises
- Participating in Song Singing

These minor strategies are particularly effective for individuals with an intermediate level of language proficiency and a willingness to communicate without undue reservation. Activities such as immersing oneself in native language media, attempting to mimic movie dialogues, and practicing tongue twisters can be beneficial.

Additionally, practicing reading aloud with vocal emphasis can propel learners toward advancing their fluency skills. The act of singing songs can also contribute to a gradual improvement in spoken language proficiency.

Major Strategies

Major strategies play a pivotal role in guiding students from foundational to advanced levels, and these can be adapted to accommodate individual differences among students.

1. **Venturing into Speaking:** Non-native English speakers of various nationalities, such as those from Singapore, Germany, South Korea, and France, come together to engage in English conversations. Through mutual assistance, they overcome hesitations and facilitate exceptional learning experiences.
2. **Realizing Your Ambitions:** Educators are encouraged to pair up students and prompt them to take on the role of

interviewers, engaging in conversations where they discuss and delve into each other's dreams.

3. **Engaging in Group Discussions and Debates:** Students actively participate in group discussions and debates, providing them with ample opportunities to express themselves in English.
4. **Sharing Personal Narratives:** This activity not only enables teachers to identify errors but also facilitates their correction through role-playing. Students enthusiastically share engaging stories, aiming to captivate their peers rather than succumbing to hesitations.

Best Use of Oral Communication

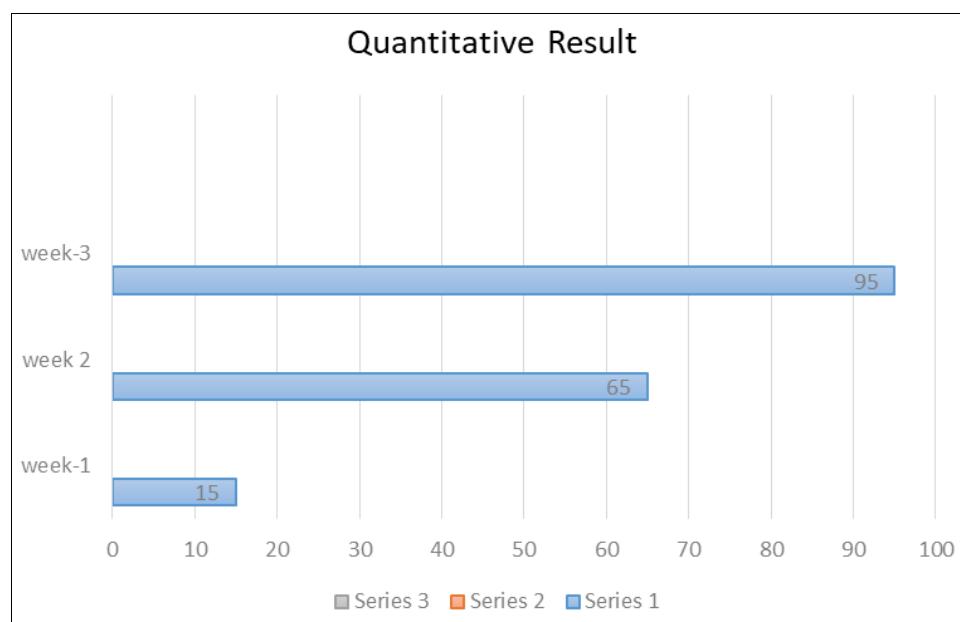
Highlighting oral communication stands as a highly potent approach in English instruction for non-native speakers. As you nurture a culture of English interaction among your students, both with you and their peers, their overall understanding improves significantly. Employing collaborative activities is an exceptional method to encourage verbal expression. Forming student pairs or groups to read, discuss, and converse once they've established a foundational understanding of English fosters proficiency. With increased practice, their English language skills naturally flourish, subsequently diminishing apprehension and boosting children's confidence when engaging in peer conversations.

Implements

This qualitative study aimed to examine an activity's impact on enhancing the speaking abilities of higher education students. Gradual confidence development was observed over a 3-week period within an approved listening and speaking course. The instructional framework employed a task-based approach, affording participants opportunities to engage in various scenarios, transitioning from passive to active language usage, and expanding their English vocabulary across diverse speaking topics. The ability to express creatively was recognized as a speaking strength, while challenges in pronunciation and grammatical structure were identified as research limitations. Recommendations for improving speaking skills primarily focused on listening exercises, encompassing activities such as listening to music, watching movies, and extracting auditory and speaking inputs from multimedia platforms. The task-based learning framework introduced in this qualitative study has the potential to enhance specific skills or integrated language learning within accent acquisition contexts.

Quantitative Result

On implementing the strategies to the students. It's crystal clear for the teacher and students to see the vivid and drastic improvement in learning English speaking fluency for Non-Native learners.

**Fig 2:** Results derived through quantitative result

Conclusion

In conclusion, English teachers wield significant influence in shaping the speaking fluency of non-native learners. By fostering a supportive environment, incorporating authentic language contexts, and addressing pronunciation, vocabulary, and interaction, educators can empower their students to communicate confidently and effectively in English. Through the strategic implementation of these strategies, English teachers contribute to bridging linguistic barriers and facilitating global communication competence.

Improving speaking fluency in non-native English learners requires a combination of creating a supportive environment, offering diverse speaking activities, focusing on pronunciation and vocabulary, and integrating real-world language interactions. English teachers play a vital role in nurturing their students' confidence and competence in spoken English, helping them navigate a globalized world with ease.

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