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Issues in Teaching English Speaking Skill in Second Language Acquisition (SLA) at Secondary Level

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ABSTRACT

This research has investigated the issues in teaching English-speaking skills as second language acquisition SLA, especially in Punjab. It is observed that issues involved in teaching speaking skills by the concerned teachers were having a traditional approach in teaching methodologies, their strict inflexible attitude, and denying attending refresher courses and workshops in modern e-learning enhancement. It has been observed that the teachers occupying permanent seats are least bothered to cope with fresh, young, junior colleagues and institutional management authorities in the practical application of modern latest teaching techniques to produce quality in teaching English as SLA in speaking skills. Qualitative and quantitative methods were applied to find out the objectives in teaching English as SLA in speaking skills. The niche, objective, and aim of the research is to find out practical issues in teaching English as SLA in applied speaking skill and how speaking' skill could effectively promote language fluency to meet the requirements of the present modern era. This paper declared that the Latest, modern methodologies may be adopted by teachers to produce quality in learning English speaking as SLA in a friendly and pleasant atmosphere in light.

INTRODUCTION

Issues in teaching English as SLA in speaking skills have been observed throughout ages back since Stone Age. In Spoken ability, Students centered classroom, activity-based Syllabus teachers use English as a medium of the instrument in the classroom and method applied for the practice of speaking skill specially designed for speaking skill abilities for the improvement and evaluation of fluency has been observed for communication, English is the most required language to cope with modern age requirements. In social life, language plays a social role to move forward. Language academics, Windows (1972) believes that in the developing countries, as in Asian countries belt range, learners need more practical knowledge in communication ability in English. However, this study highlighted the following research question questions: (1) In SLA classroom which are the main problems solutions and solutions?; (2) Why do we

need English speaking fluently with confidence?; (3) Why do students have problems in speaking SL?; (4) What are the motivations of students facing problems in English?

Considering the above research questions, the aim of this study has been set, niche and purpose are to find out English teachers' concepts and practical attitudes regarding learning SLA. However, key terms are also considered because it is the traditional approach, to produce quality Speaking skills, Punjab, English language, fluency problems, and teacher's refresher training in SLA.

Furthermore, the significance of the study highlighted as verbal, oral, spoken and communication skill for language development in the classroom environment is remarkable to gain fluency and accuracy. The present study is remarkable for curriculum settlers, instructors, and strong pillars of literacy. Besides that, the rationale as the researcher has studied oral skill within the

scope of the issues in teaching SLA in the practice of speaking skills. However, its common assumption of language teaching that spoken and verbal skill is the basis for teaching. Normally L2 is used in formal teaching in classrooms. In teaching L2, confidence and fluency are the basic aims of native speakers. The goals of language are to deal with language to make students like native speakers working of methods and techniques Larry Se linker (1972) put it. According to Cook (2007) 'language' is meant as anything or in Quran, or any other heavenly script. Auxiliaries help are to denote action in language teaching L2 sequences are consciousness-raising, language awareness, sensitization, and focus form. For beginners in the acquisition of L2, frequency is very important. In the structure of LA arguments are important. In the mind of L2 learners, words are components of meanings, as 'girl' has the components 'female', 'human', 'young', and so on prototype theory application. Communication strategies are social interaction, psychological problem solving, and achievement strategies. And appeal for assistance. The Fierce and Jasper (1984), psychologically motivated strategies are to solve the individual's L2 problems of expression. Achievements strategies are cooperative strategies avoidance strategies are formal, phonological, morphological, grammatical, and functional. It is cited by cook 2007 that Caiman *et al.* (1995) tried to see six broad strategies style, involvement, awareness, constant attention in learning strategies (O'Malta and Chart, 2017).

The researcher has applied Dr. Gardner model of understanding as number/reasoning, "picture sensibility, physical approach, and musical language, intrapersonal self-further and natural aspect in sign language. However, Common

assumptions of language teaching are used SL rather than the first language in the classroom.

It was cited by Shaukat, R (2016) about Edward Anthony (1963) claims that is a remarkable way to enhance communication abilities. Language phenomenon. Thus, to get purposeful to enhance motivated, latest modern and up to date dynamic fresh. It brings continuous applied methodologies. Listening is a very soft, active, sensitive, productive, and professional observational skill to enhance abilities. To Numan (1989) understanding the message is involved in the continuous process of active listening. To acquire a SL listening is used as a helpful method. Listening is utilized to test speech to assess in natural conversation and oral communication.

MATERIALS AND METHODS

The researchers planned to use both qualitative and quantitative mixed methods. A mixed methodology was applied to find out the main objectives of the issues of strange attitudes in learning English speaking skills at the Secondary level by teachers, management, and students and social environment. This study considered Agricultural University Faisalabad, Pakistan for the data collection and analysis. The students, teachers, parents, and management were the population to get data. Data were collected by questionnaires with both open-ended and closed-ended questions. Finding and results were got by software working of SPSS. It was applied to find out the ratio of the tutors who considered it a time wastage activity and the research was carried out to find out the good aspects and negative approaches in the applied practices of speaking skill. However, Frames of mind by Dr. Howard Gardner Model presented in Figure 1.

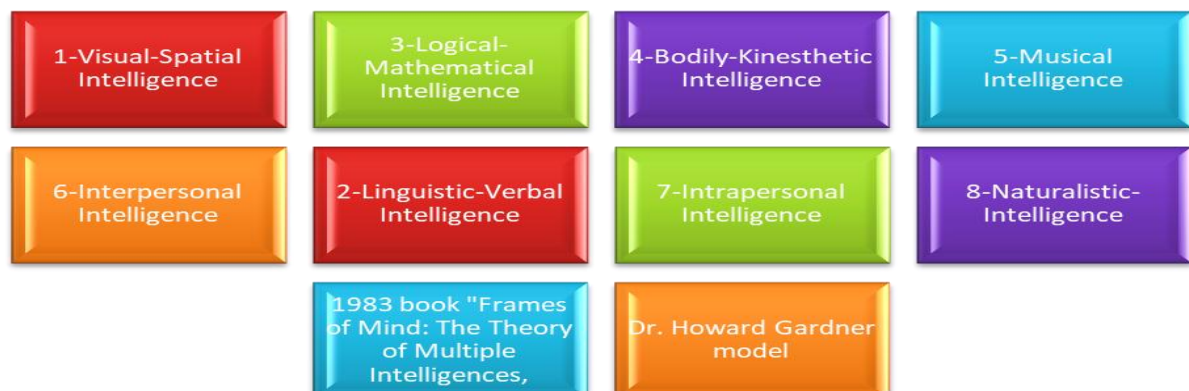


Figure 1. Frames of mind by Dr. Howard Gardner Model

RESULTS AND DISCUSSION

In this study, data has been collected from 129 Students and results are presented in Fig. 4 to 12. In regards to the question about oral practice Conduction in class, its answer is to show impacts of the traditional reading approach of oral teaching in learning SLA to enhance personality development. Out of 129 students, the majority of students in number 68 agreed with the statement that speaking practical activities as interviews questions and answers sessions, speeches, declamations, songs, plays, story descriptions, tutorial session, reading and discussions are very beneficial to improve spoken abilities in SLA.

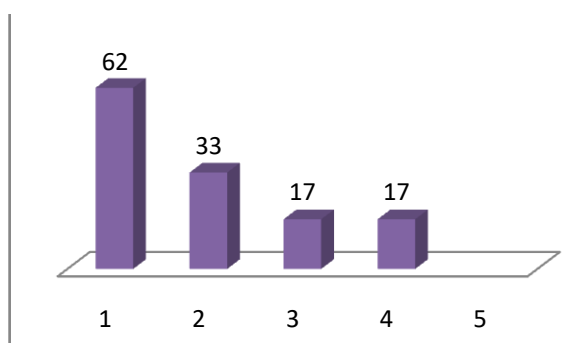


Figure 2. In learning, the time-Consuming aspect is to show the importance of time during spoken progress in SLA, 62 students strongly disagreed that practicing speaking skills was not time-consuming rather its effective, beneficial, and supportive. Very short strength of students thought that its practice is a wastage of time as there is a fixed time to complete the syllabus and such activities waste the precious time of learning. They think that, by such practical activities syllabus is not covered in the classes. While the majority of the students are in favor of activities to enhance oral practice during class.

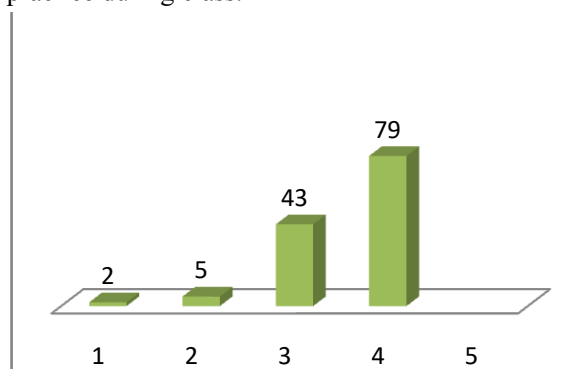


Figure 3. Improvement of Confidence is to show impacts of verbal teaching to enhance

confidence in Speaking, describing, and expressing ideas. Mostly 79 students and respondents are of the opinion that confidence is a remarkable quality to promote the personality impact. A man having great wealth, costly car of the latest model, wearing the dress of latest costly brand, having shoes of latest fashion is unable to face the society with boldness without confidence of spoken power. So respondents are of the opinion that oral practice of spoken skill is valuable to promote confidence in personality.

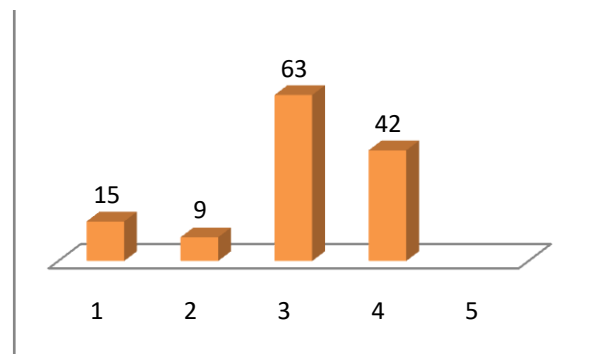


Figure 4. Mostly the teachers and students believed the classroom environment is helpful to improve the confidence in the personality of the students to speak fluently. Classroom time is most important and very precious to gain some skill, knowledge and enhance learning. Respondents are of the opinion that if time during the class is wasted then learning opportunities are wasted.

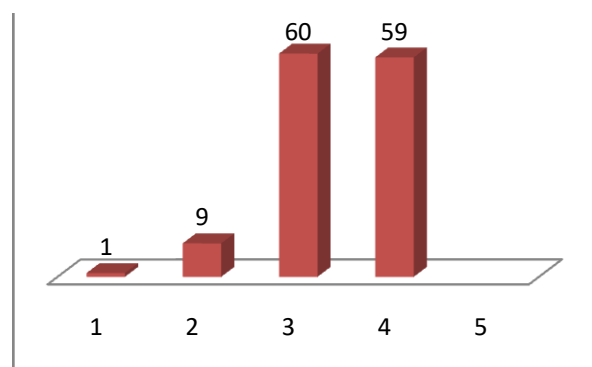


Figure 5. Trained Teachers to show the Impacts of refresher courses effects on students of SLA. It was observed that most students were found satisfied with professional approached teachers to save their precious time, energy, and stamina. Trained teachers can make the best use of modern and latest methodologies to upgrade the teaching level. The majority of the respondents as 60 in

strength are of the opinion that untrained teachers may be given training.

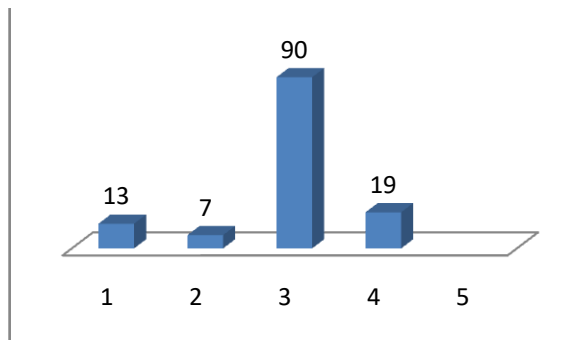


Figure 6. Teachers and Students like the cooperative, soft, acceptable, motivated, and sophisticated attitude during the language classes. Enthusiastic Response by the side of teacher and students show their interest in learning without formal stress. A large number of respondents as 90, students are of the opinion that the cooperative attitude of teachers with students is the need of the present modern era. Now students like to learn in a tension-free atmosphere. They appreciate a stress-free environment in learning.

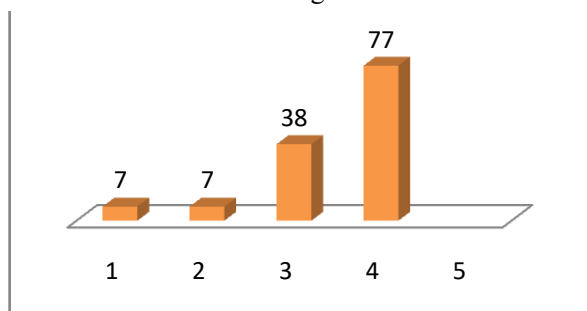


Figure 7. Mostly the teachers and students were in favor of speaking activities, discussions. They believed during the classroom environment, it had a better impact in learning SLA. More than 77 students were of the opinion that spoken activities play a vital role in learning spoken abilities inappropriate ways, asking questions, pair discussions, group talk, debate competitions, diagues exchanging activities, declamations and vocal discussion enhance the speaking abilities.

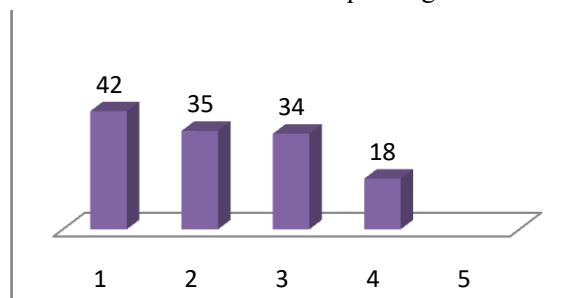


Figure 8. PTB to show the negative approach towards verbal activities addition for the language learners. It means that in PTB syllabus had a lack of verbal activities. More than 42 respondents are of the opinion that syllabus designers should revise lesson contents in syllabus designing to add more activities to learn spoken skills in an appropriate way. As secondary level syllabus is the basic pillar for pre-medical and pre-engineering learners, so special care in needed to add spoken activities so that they may improve in verbal professional approach.

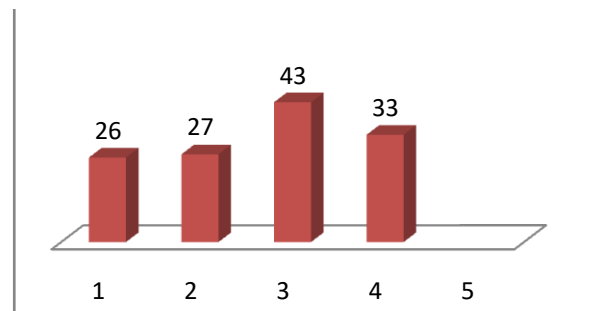


Figure 9. Examination System was in need to add the oral testing system. It was strongly supported that in examination system oral, verbal test may be given the importance. More than 43 students were of the opinion that in Examination system more stress is laid upon written type of examination system, while verbal, oral, presentation, viva and spoken examination based approach is neglected. In this situation, students and teachers neglect oral activities.

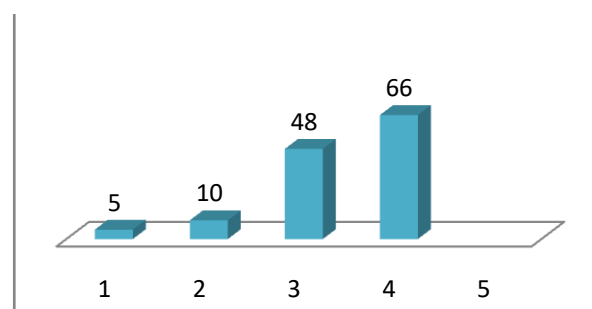


Figure 10. Use of A/V Aids to show the respondents mostly were interested in the use of A/V Aids and their effective use in SLA. More than 66 respondents are in favor o fav aid use in the learning process. In recent modern times, the internet, email, Whatsapp, Instagram, Tiktok, Twitter, Linked in Facebook with the help of laptop, computer, mobile, iPad, and electronic tab are

helpful tools and av aids in learning for audio-visuals aids.

CONCLUSION

It was observed that the teachers had not applied any standard criterion to assess the learners speaking skills. Teachers were not aware of the value of assessment of fluency in English speaking. It was observed that the major problems to assess the fluency in English-speaking skills were not practically found by teachers to improve the quality of the English-speaking skills was observed that teacher's attitudes towards the assessment of speaking skills was very strict, careless and stubborn. It was observed that Daily interaction in the English language class there was no practical activity to enhance the English-speaking skills in accuracy and fluency. It was found that in daily interaction in the English language a practical activity drill teacher was not found to contribute to acquiring the perfection in SLA. No doubt that fluency judged by confidence, but teachers were not intended to exercise such activities with students to promote their confidence in speaking.

In Pakistan, the examinational board testing system is writing based it may be refreshed by viva addition and with specific syllabus activities having problems of the practice of issues in teaching English as SLA. Firstly, the concept of verbal teaching skill consciously may be supported with the latest applications with audiovisuals aids. Watkins, C. & Mortimer, P. (1999). Secondly examination system may not completely base on written test results. Speaking and listening were neglected Stock, B. (1996). Thirdly, teachers had made up traditional mind setting about the concept that the teaching of speaking skill is difficult and extra painstaking. They should spare time so that students may get good interest and understanding. There should be an interesting atmosphere rather than to enforce them. Nation, P. (1989). Swartswe, L. (2018). English teachers should give instructions about the material, after listening responses should be shared during student-centered class. Positive responses should be appreciated to create interest and relish enjoyment in the verbal speaking drill. No doubt teaches/instructors should create an interesting environment. Nakatani. Y (2005). Latest, modern methodologies may be adopted by teachers

to produce quality in learning English speaking as SLA in a friendly and pleasant atmosphere in light

Furthermore, future research should consider that the English language is not only for language use only, but it is helpful in teaching other subjects like Mathematics, English, Biology, and Economics. Data may be analyzed with more than one technique, both by qualitative and quantitative approaches.

It is suggested that in recent modern times, the internet, email, Whatsapp, Instagram, Tiktok, Twitter, Linked in Facebook with the help of a laptop, computer, mobile, iPad, and electronic tabs are helpful tools and av aids in learning for audio-visuals aids. Students may be given time to learn their proper use in a fruitful way to enhance their verbal skills. It is suggested that in the Examination system more stress is laid upon the written type of examination system, while verbal, oral, presentation, viva, and spoken examination based approach is neglected. In this situation, students and teachers neglect oral activities. So the policymakers may add vivas in the examination system as well. Syllabus designers are suggested to revise lesson contents in syllabus designing to add more activities to learn spoken skill appropriately. As secondary level syllabus is the basic pillar for pre-medical and pre-engineering learners, so special care is needed to add spoken activities so that they may improve in verbal professional approach. It is suggested that trained teachers can make the best use of modern and latest methodologies to upgrade the teaching level. The majority of the respondents as 60 in strength are of the opinion that untrained teachers may be given training. It is suggested that the cooperative attitude of teachers with students is the need of the present modern era. Now students like to learn in a tension-free atmosphere. They appreciate a stress-free environment in learning. As classroom time is most important and very precious time to gain some skill, knowledge and enhance learning. Respondents are of the opinion that if time during the class is wasted then learning opportunities are wasted. Confidence is a remarkable quality to promote the personality impact. A man having great wealth, costly car of the latest model, wearing the dress of latest costly brand, having shoes of latest fashion is unable to face the society with boldness without confidence of spoken power. So respondents are of the opinion that oral practice of

spoken skill is valuable to promote confidence in personality. It is suggested that the practice of English speaking skills was not time-consuming rather its effective, beneficial, and supportive. Very short strength of students was of the opinion that its practice is wastage of time as there is a fixed time to complete the syllabus and such activities waste the precious time of learning. They are of the opinion that, by such practical activities syllabus is not covered in the classes. While the majority of the students are in favor of activities to enhance oral practice during class. It is suggested that speaking practical activities as interviews questions and answers sessions, speeches, declamations, songs, plays, story descriptions, tutorial session, reading and discussions are very beneficial to improve spoken abilities.

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