English Speaking Instructional System

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Abstract

The English speaking instructional system is a comprehensive educational framework designed to enhance individuals' proficiency in spoken English. This system features a structured curriculum encompassing pronunciation, vocabulary, grammar, and conversational skills. Leveraging interactive lessons, learners engage in real-life scenarios, role-playing, and dialogues to develop authentic communication abilities. The system employs advanced tools for pronunciation practice and offers personalized feedback to track progress. Cultural context and vocabulary enrichment are integrated to foster natural and effective communication. The system's flexibility allows learners to access content through various platforms, and its adaptive features cater to diverse proficiency levels and learning preferences. Ultimately, this instructional system aims to empower learners with the skills and confidence needed for successful English spoken communication.

Introduction

Language is the major source of communication. It naturally helps in sharing our thoughts and ideas with one another. There are more than thousands of languages in the world. English was originally established in England as their national language, but later it gradually evolved as the primary language or the second language (World Language & Cultures, 2022) in many British colonies such as Canada, The United States, India, and Australia. Therefore, English has taken part in various fields. Nowadays, English is at huge impact on this global communities. It became almost universal language. This however doesn't mean that translation services are not relevant anymore. In fact, it's quite contrary. It is the method through which we share our ideas and thoughts with others. There are thousands of languages in the world, and every country has its national language. In the global world, the importance of English cannot be denied and ignored. English serves the purpose of the common language. It helps maintain international relationships in science, technology,

business, education, travel, tourism and so on. It is the language used mainly by scientists, business organizations, the internet, and higher education.

Education is very important to improve yourself but learning English also improves the quality of life. You have access to jobs that you could not even take into consideration, you can evaluate an international career and you can live in many countries with the ease of being able to go shopping or negotiate rent for the house. The benefits they bring in the life of a person's knowledge of the English language are countless. What is important to understand is that the English language is able to knock down a lot of barriers, including cultural ones. Knowing the habits and customs of other countries allows us to understand ourselves and others. By better understanding our fellow man around the world we are always surprised at how we are different and similar at the same time. The English language allows us to relate and therefore to understand each other.

Importantly, students may not be recognized for the importance of language and they have no direction which is focused on grammar mistakes. Among these characteristics are: language proficiency level, memory, affect, age, gender, learning disabilities in L1, and background knowledge as well as aptitude, processing skills, background biases, motivation, and confidence level" (Joan Robin , 1994: 199–221) As a result, mispronunciation related issues have raised interest around the world, because of the growing period of English as a global tool of communication, as many countries have the same problems of speaking English. At this point, a researcher is to emphasize that "speaking in the foreign language is often cited by students as their most anxiety–producing experiences" (Hemerka, Vacav , 2009: 10) Some learners have difficulty speaking because they're thinking too much about how to say, distinguished by other contexts, usually common symptom of an active stress response, and students are more likely to avoid the different languages to attain especially English subjects.

The concept of English speaking

Speaking skills are important part of the curriculum in language teaching (Luoma, S., 2004: 1). Speaking is one of four skills that should be mastered in learning English. Speaking is productive language skill the same like writing. The productive language should pass the mental process or it is called as a process of thinking. When the people want to say something and transmit information, they need communication.

Speaking English as a foreign language is difficult skill to be taught and learned because the learners should master some aspects like mastery vocabulary, correct pronunciation, know about grammar, and other. When the learners want to speak, they also should think about all of those aspects (Haryudin, A., & Jamilah, S. A., 2009: 57–59). Therefore, speaking skill is the most difficult aspect for learners to master. This is a hard thing because when people want to talk or say something to others, they have to consider several things

that are interrelated like ideas, language that is used, what to say, how to use grammar and vocabulary, pronunciation, as well as listening and reacting to interlocutors.

Speaking is an act of making vocal sounds (Antonio Bueno, 2006: 321). We can say that speaking means to converse or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. Speaking is one of the most difficult skills language learners have to face. In spite of this, it has traditionally been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a second language because grammar has a long-written tradition.

There are lots of definitions about speaking according to some expert. Speaking is process of conveying or sharing ideas orally (Eliyasun, Rosnija, and Salam, 2018). Therefore, if learners do not learn how to speak and never practice in the classroom, they soon lose interest in learning and get motivation to learn or practice English speaking. Learners who do not develop strong oral skill during this time will find it difficult to keep face with their peer in the later years. Additionally, according to Zuhriyah (2007) speaking is the way of people to express something and for communicating to other people orally. Speaking is the first way to interact with others in the social community because in daily activities people cannot be separated from interaction and communication.

Aspects of Speaking Skills

English is not our mother tongues; it is foreign language or second. We have to give attention in pronounce that language. Most problems when we learn other language is we got difficulties in pronounce that language. Almost people said that English is very difficult, because people have no motivation to learn for English. To response people, especially the student, to learn English, the teacher must have a good strategy in teaching learning process. Elizabeth Grugeon (2014: 334-338), he exposed some aspects to improve student speaking skills are:

a) Taking opportunities to use talk in the classroom

Talk in the classroom is crucial to learning. It is where answers to puzzling questions can be found. It is where thoughtful argument and discussion make way for the understanding of new skills and difficult concepts. It is where difficult issues, which emerge from the children's literacy work, their math or science investigations, history or religious education studies, can be talked through. It is where children listen to and respects the views of each other and where everyone's learning is empowered by talking about what they have learned. It is where children can be supported in raising their own questions about their learning.

b) Questioning

When teachers speak to children about their work, asking questions is the most commonly used strategy to assess their learning and progress. We can challenge children's thinking if these questions are "kept open", leading them into other areas of discussion and further questions. Puzzling questions, primarily used to explore interesting scientific questions, can be a really useful assessment opportunity, encouraging children to think independently or individually in an interesting way and to question their learning.

c) Talk partners

This is one of the most successful and easily organized ways of helping pupils clarify and develop their ideas. Pupils can simply turn to the person next to them or work with a prearranged partner and talk through their ideas or response to a teacher's question. This is particularly effective as part of whole-class discussion, whether in shared text time or outside the Literacy Hour, and for helping quieter pupils to feel that their ideas are valued.

Moreover, experts have proposed various aspects of speaking skills. Douglas Brown (2001: 268) proposed four aspects of speaking skills namely fluency, accuracy, pronunciation, and vocabulary as follow:

a) Fluency

The first aspect is related to fluency. "It is the ability to speak quickly and automatically that has signs including the speed of speaking and few pauses which are used to characterize a person's level of communication proficiency" (Harris and Hodge, 1995: 14). In this definition, a person is said to be a fluent speaker of a language if one can use the grammatical structures and patterns accurately, quickly, and automatically at the normal conversation speed when they are needed. Fluency is considered to be the ability to keep going when speaking spontaneously. It also has signs that indicate that the speaker does not spend a lot of time to search the language items needed to express the message.

b) Accuracy

The second aspect is related to accuracy. "Accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction" (Douglas Brownj, 2001: 268) It means that accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc. Those kinds of activities can engage the learners in the natural interaction process whenever possible.

c) Pronunciation

The third aspect is related to pronunciation. "Having a good pronunciation of the language can be helpful in a normal communication, particularly for intelligibility" (Derwing and Munro, 2005: 379–397)

Pronunciation deals with phonemes, phonemic patterns, intonation, rhythms, and stresses. It is the way for speakers to produce clearer language when they speak. To be able to have a successful communication, the speaker of the language needs to be able to understand each other's skills and competences. It should be taught integrative with the other skills and competences in the class.

d) Vocabulary

The fourth aspect is related to vocabulary. It is one of the important aspects in learning a foreign language. With limited vocabulary, anyone will also have a limited understanding in terms of listening, speaking, reading, and writing. Derwing and Munro stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary has to do with the appropriate diction which is used in conversation. Without having a sufficient vocabulary, someone cannot communicate effectively to express ideas in both oral and written forms".

Factors of Speaking Effectiveness

To master speaking skill, learners should know not only linguistic knowledge, but also the culturally acceptable ways of interacting with other in different situations and relationship. There are several factors that make speaking effective Abbaspour (2016: 144–152) has summed some factors of speaking effectiveness. According to his research, factors of speaking effectiveness are grammar, discourse, sociolinguistic, strategy, interaction, accuracy and fluency (Wong–Fillmore, L., 1989: 277–302).

a. Grammar – Grammatical competence is an umbrella concept that includes increasing expertise in grammar, vocabulary, and sounds of letters and syllables, pronunciation of words, intonation and stress. Every language has a grammar or system that makes a rule how to use codes in communicating with each other.

To understand meaning, learners need to have enough knowledge of words and sentences, that is must figure out how words are segmented into various sounds, and how sentences are stressed in particular ways. It is necessary for the learners to arrange the correct sentence in conversation. So grammatical competence helps speakers to use and understand English language structure accurately and immediately, which facility their fluency, so their spoken English will be accepted easily by listeners if the speech is delivered by using appropriate structure.

b. Discourse – The rules of cohesion and coherence should be applied in each discourse, whether formal or informal to hold the communication together in a meaningful way. In communication, both the production and comprehension of a language require the ability to perceive and process stretches of discourse and to formulate representations of meaning from referents in both previous sentence and following sentences. So, the learners should acquire a large repertoire of structures and discourse makers to express idea, show relationship of time, and indicate cause, contrast, and emphasis (Kumaravadivelu, B., 2006).

c. Sociolinguistic – Factors For mastery English speaking learners not only should mastery grammar, vocabulary, pronunciation and other but also, they should master also in linguistic include sociolinguistics. Learners should be familiar with the culture of native speaker to enable to use target language which is socially and culturally by native users. To achieve to this goal, it is imperative to figure out of sociolinguistic side of language which enables learners distinguish appropriate comments, how to ask question during interaction, and how to respond nonverbally according to aim of the talk.

d. Strategy – Strategy competence is the way learners manipulate language in order to meet communicative goal. Every learner has a different strategy to learn or master English speaking like how to master vocabulary, pronunciation and grammar. Maybe some learners train with watching the videos, hear English song, or read article or story that they like. Further, strategy competence can be the ability to make up for faulty knowledge of linguistic, sociolinguistic, and discourse rules.

e. Interaction – Interaction is one of the important things when learners want to master in speaking English. There are some problems when learners want to interaction to other people such as, shy, anxiety, nervous, and other. Interaction will develop the learners' speaking ability. Learners can practice their ability, increase their vocabulary, and also can increase learners' confidence in speaking English to others.

The goal of interaction is to keep social relationships, but that of the latter is to pass information and ideas because much of daily communications are interactional being able to interact is imperative. In teaching and learning speaking skill usually includes meaning focused activity and learners can learn how to listen and talk to others, how to negotiate meaning and shared context both verbally and non-verbally with the help of teacher. In his teaching teacher must arrange how learners can interact with each other using English in the learning process, because interaction is one of the components that are very important in learning and practicing to master English speaking skill (Rivers, W. M., 1968: 154–156).

f. Accuracy and Fluency – Accuracy and fluency are related because accuracy is the basis of fluency, while fluency is a further improvement of a person's linguistic competence. Generally, accuracy refers to the ability to produce the grammatically correct sentences while fluency refers to the quality or condition of being able to speak or write a language or perform an action smoothly, accurately, and easily, which includes the ability to produce written or spoken language with ease.

The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively and the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. In the simply words, accuracy more often emphasize in formal instruction, language acquisition, grammar competence, and grammar translation method, while fluency related to a level of proficiency in communication and emphasize to procedural skill, expression proficiency, lexical phrase, social interaction, necessary topic and discourse.

Types of Speaking Performance

In learning speaking skill usually, every teacher has different ways for developing learners' speaking ability. In teaching English speaking skill for English foreign language learners' teachers have their own way so that their learners can practice in front of the class. This is depending on the material that will be taught by the teacher. The way can be short conversation, monologue, 14 dialogue, drama, and others. According Brown (2007: 328), there are some types in speaking performance as explained in the following.

a. Imitative – In psycholinguistic theory according to Brown, people generally do not feel that the use of language is very difficult. Language usage can be done easily because they are habit and done repeatedly. A baby at the age of one and a half years will imitate the word heard by him without knowing the meaning that is spoken. The utterances of one word that imitated grow into utterances of two words and then eventually become complex sentences.

Furthermore, learners should often listen from native speaker speech by tape recorder, videos, or other and then practice it. This is done to try an intonation counter or to pinpoint a certain vowel sound. The purpose of imitate is not focus on the meaningful interaction, but for focusing on some particular element of language form. Brown, state that given an opportunity to learners to listen and to orally repeat certain strings of language that may pose some linguistic difficulty either phonological or grammatical (Alrabai, F., 2014: 82–101).

b. Intensive – Intensive is different from imitative. Imitative emphasizes on pronunciation or phonological aspect, while intensive not only stressed on pronunciation or phonological aspect but also learners should know the meaning to respond certain tasks. Brown, intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

c. Responsive – Responsive is very important in conversation because it can stimulate learners how to respond properly and correctly when someone gives a question or comment. A small example, when teacher asks "how are you today?" learners can respond with answer "pretty good, very well, fine or other" and can ask again the interlocutor like "how about you?". Therefore, speakers are stimulated to speak promptly. Usually this is done in response to a short conversation, making a simple request comment, and other.

d. Interactive – Interactive is almost the same like responsive. From two types of speaking these, both of them have the purpose to respond to the conversation from the interlocutor, whether a question or comment. The difference between responsive and interactive is the number of people in the conversation. According to Rahmawati and Ertin (2014) in interactive the number of the speakers also matter as sometimes

it need more than two people in conversation.

e. Extensive – Extensive speaking involves a wide range of speech production. Extensive is the highest level of speaking or it can be said that extensive is the most difficult types of speaking performance because it is a process of broadening the ability to speak. It is not just like answering in a short conversation, but in the extensive speaker should develop his speaking skill. Usually, extensive is done by monologue by doing activities such as oral report, speech, summaries, storytelling, and other. Furthermore, extensive speaking can be said as the ultimate speaking skill that requires strong language components.

Conclusion

An English speaking educational tool, approach, or platform could be referred to as an English speaking instructional system if it is meant to describe any of a large number of learning resources. An English speaking instructional system is, in the absence of more information, an organized method of introducing and improving spoken English language abilities. Usually, it consists of the following elements:

1. Curriculum and Content: The system outlines a structured curriculum that covers various aspects of spoken English, such as pronunciation, vocabulary, grammar, and conversational skills. It provides a range of content, including audio recordings, dialogues, videos, and interactive exercises.

2. Language Proficiency Levels: The system often caters to learners of different proficiency levels, from beginners to advanced speakers. Each level focuses on specific language skills appropriate for the learner's stage.

3. Interactive Lessons: The instructional system offers interactive lessons that engage learners in speaking, listening, and responding to prompts. These lessons may involve role-playing, simulations, and real-life scenarios to simulate authentic conversations.

4. Pronunciation Practice: Many systems include tools for practicing proper pronunciation and accent reduction. These tools often use speech recognition technology to provide feedback on a learner's pronunciation accuracy.

5. Feedback and Assessment: Learners receive feedback on their speaking skills, either through automated systems or human instructors. Regular assessments help learners track their progress and identify areas that need improvement.

Always keep in mind that an English-language educational system's specific features and efficacy can vary substantially depending on the provider, available technology, and pedagogical strategy. When contemplating such systems, it's crucial to read user evaluations, test out free trials if they're offered, and pick a software that complements your learning preferences and goals.

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