Various strategies & methods for successful improvement
in English oral communication skills

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It has been claimed that 'no individual's linguistic repertoire is perfect' (Maleki 2007, as cited in (Hmaid, 2014)). Both indigenous and non-native participants of any community frequently encounter obstacles, relying on restricted verbal tools to convey their intention. Communication strategies are the methods through which speakers seek to bridge the barrier amongst all individuals who wish to convey and the instantly accessible language assets. The significance of English cannot be overstated. Paragraph fragmentation, run-on phrases, and general topic alignment are the major opponents of proper grammar. Communicating is the most fundamental mode of interaction. That is the only fundamental human privilege with the fewest limits and is regarded as extremely essential by the legislation. Currently, fluency in English is practically a must for accomplishment in the globe. This research paper reveals a mixed-method methodology in scrutinizing possible effective modules and types for oral communication skills in the English language. Both quantitative and qualitative approaches were taken into consideration throughout the whole investigation, where the studies of Dhani Ram Sharma, Apisara Sritulanon, Panna Chaturongakul, Thapanee Thammetar, Anne Syomwene, Zhanli Yang, Yaseen Hmaid, JD Singh had a huge impact on the results and discussions of the research. The main obstacles illustrated throughout the research were lack of preparation, lack of spoken English, poor vocabulary, inability to clearly understand native speakers or others speaking this language, and inability to express ideas that were discussed and analyzed with the offered solutions. The following research objectives are being analyzed throughout the investigation: making a significant commitment for persuading instructors & others; developing a conceptual method for instructors; promoting the benefits of communication skills; offering a skill different from conventional learning speaking skills to learning English; examining the efficacy of conversation skills. Examples, strategies, and recommendations illustrated by the authors in the following sections of the research paper underline the importance of oral communication skills both in the teaching environment and in the professional sphere. Furthermore, the analysis of statistics made by Dhani Ram Sharma, stressed the positive impacts of strategies used by them in improving and developing students' communication skills. Moreover, the results and discussions concerning the revealing of research findings affirm that activities and strategies implemented were successful enough for future professional accomplishments of oral communication skills.
Keywords: oral; communication; skills; English; strategies; recommendations; research.

Introduction. English proficiency is a significant element in both recruiting and promoting choices, regardless of the profession. Communicating linguistically perfect English increases communication clarity. It is widely acknowledged that English currently plays an essential part in our everyday lives. English is unquestionably today's global language. Every element of our life involves the ability to communicate in English. Here are the examples of essential kinds of oral effective communication:

➢   Establishing interpersonal connections within members of a community;
➢   Effective delivering of presentations, debates and other discussing perspectives.

Communication is critical for making sensible and justifiable decisions and actions of a community, government, and data exchange. Several types of research have repeatedly shown that people with an advanced understanding of the English language are often more susceptible to grow in their professions. According to the relevance given above, there seems to be an urgent need to improve communication proficiency in English.

Statement of the Problem. Learning another language proficiently helps one to communicate or engage with diverse individuals with confidence. Since individuals are not proficient in English, they frequently find themselves in uncomfortable circumstances; they are self-conscious, which only makes the situation worse. The most typical challenges regarding communicating in English are as follows:

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• *Lack of training.* Most times, individuals are unprepared to communicate. As an example, suppose we are requested to deliver a workshop on a particular subject and people do not know where to begin. This occurs once individuals haven't exercised or paid insufficient attention to the subject.

• *Poor Vocabulary.* For communication, users need a good vocabulary. When their vocabulary is restricted, individuals tend to utilize identical phrases again and over. They frequently find themselves grappling with terminology. Strong language enables the communicator to express a certain topic using various words.

• *Inability to understand others*. People must engage with others on an equal level in a dialogue. To successfully talk, users must first grasp what others are demonstrating in speech and afterward reply. However, if we have little or no vernacular vocabulary, we will be incapable to react appropriately.

•*Lack of Spoken English skills*. One of the most highly prized skills in the world is communication abilities. Cultivating strong interpersonal skills necessitates consistent hard effort and a clear path to success.

• *Inability to express ideas*. This is another factor that is a major block in our paths of improvement. Lots of times it happens that individuals knew what needs to be said, but are unable to express them in words. This leads to further frustration, as it was known that the listener is not able to understand our words.

Research Objectives:

• To make a significant commitment by persuading instructors, investigators, and assessors to incorporate interaction qualifications into their linguistic analysis procedures.

• To develop a conceptual method for instructors to use communication skills while promoting it.

• To promote the benefits of individuals' communication skills for their further usage, their skills to understand techniques successfully and properly in search of better conditions in order to become reflective practitioners.

• To offer the skills, different from the conventional learning speaking ones, to learn English, focusing on measurable outcomes aimed at raising awareness among teaching and learning about the necessity to employ effective communication to enhance conversational skills.

• To evaluate the educational environment of language learners as well as to offer suggestions for future research in this area.

• To examine the efficiency of conversation skills and related benefits to the language learner's training curriculum.

The Main Part:

Some Effective Methods to Improve Oral Communication Skills: Strategies and Recommendations.

A. How to improve oral English. Numerous factors correlate to effective spoken language, but one key issue to consider is "do you want to try to strike up a discussion with an English speaker? Or do you get the feeling that "the cat did catch your tongue"– where almost any time an individual is eager to speak in English, his/her tongue will not cooperate and cannot produce a sound? How can learners, therefore, enhance their spoken English? What actions are required to bring their commitment to growing into action? In this section, there will be listed some recommendations underlined by Zhanli Yang professor of the Department of Pre-school Education Hebei Vocational College of Foreign Languages for real activities that are possible to be done for a person by himself/herself (for little or no money) to enhance their practices in oral communication skills of English.

➢　　　Listening to the radio; it is recommended to wake up 5-10 minutes earlier and listen to the English news. Books-on-tape could be found at the local public library that would be quite beneficial.

➢　　　Listening to music in learning the language while enjoying leisure time or commuting with someone is suggested.

➢　　　Selecting a renowned personality whose dialect is loved, and emulate the way he or she talks if there is the possibility of acquired recordings of him or her.

➢　　　Practicing scenarios alone, by a mirror or a comfortable corner while an individual is alone. Thus, considering himself/herself presenting, arguing with someone's opinions, being interviewed, or inquiring about anything. Assigning roles and engaging in role-playing if a person can find someone who can help him/her with it. Building on this idea, it is essential not to escape making friends with the exchange students on their campus and engage in cross-cultural exchanges.

➢　　　Practicing to read out aloud − finding someone to check one's pronunciation and intonation, or recording themselves on tape and analyzing their speech' as well as, setting goals of specific things that could be improved − for instance, differences between words that contain "l" and "n" or "w" and "v" (Yang, 2014). Practicing the mistakes is required for further better results.

It is undeniably true that the only way to strengthen somebody's linguistic skills is to practice the language. Nonetheless, it is also clear that there are many ways in which individuals would not want to talk in a foreign language − they are frightened of messing up, as would not be able to communicate their true meaning, and are worried that people would laugh at them. Once you try putting some of these ideas and principles into practice, the cat will have a very hard time getting your tongue (Yang, 2014)!

B. How to speak more accurately

From the perspective of learners, the difficulty with language is that it is overly rich in structures and vocab, i.e., there are many phrases with comparable meanings. When students recall half of one structure and half of another, they end up with a hotchpotch that is at best "incorrect but understandable" and at worst "nonsense" (Yang, 2014):

➤ Choosing English for the recognition of purposes is recommended. Only English-speaking individuals are not using every phrase and word in their mother tongue. So, it is recommended for learners to study more than one way of saying the same thing, rather than choosing only one version to learn accurately for future use (Yang, 2014).

➤ Simultaneously, there is a huge need in avoiding traps. Own English speakers adapt their language to their surroundings, just as anyone would in his/her native tongue. An individual should not expect to achieve this unless he/she has had regular knowledge of English for many months. The challenge here mainly is about picking the finest English for global speaking purposes while also recognizing different versions of it for it not being at a disadvantage. In this way, any types of misconceptions will be prevented. Although the following are necessary for comprehending English, it is highly recommended to avoid them when speaking in daily life (Yang, 2014).

C. How to speak more fluently

The translation is a challenging task, that's why experienced linguists earn lots of money. While relying on translation to comprehend a foreign language, individuals usually do not acquire the reflexes required to communicate and elaborate successfully. To put it otherwise, there is no need to translate everything to comprehend the revealing concept. Building skills from the initial stage will benefit learners later on when their abilities would be excellent enough to join any discussion. Here are a few suggestions to help the learners to start interacting straight away:

➤ Do not hesitate to use body language. To enhance the revealing statements throughout the conversation, the usage of body language and face movements can be quite beneficial. The individual being talked needs to comprehend what is being expressed and therefore, will be paying close attention intently. As people gain proficiency in their second or third language, they will rely less on nonverbal communication and more on verbal interaction, however, it is necessary to underline that it would be a satisfactory use while they are a novice. The ideal solution is to study till an individual is an intermediate speaker before engaging in serious exchanges, which is too lengthy.

D. Move your mouth

The confusion of words' spelling and their pronunciation is not permitted. For example, "threw" and "through", although spelled differently, are pronounced the same, also, identical letters or letter clusters in words do not always produce the same sound: the "ough" in "though" and "through" represents a different sound in each word (Yang, 2014).

➤ Start practicing what you hear within the conversation rather than just listening to it. Imagining a sound of the way an individual speaks it in their mind before they even pronounce it would benefit the overall consequences. Considering how an individual wants their mouth and face to be positioned, how they will be producing the sound, listening to the speaker and trying to repeat after them would help to improve confidence and smoothness in English speaking.

Consequently, the study made by Anne Syomwene from School of Education, Moi University, illustrated for oral communication lessons to be efficient enough following measures need to be taken into account: i) For almost the whole class, the kids spoke and listened. ii) The pupils' active participation in class. iii) An emphasis on understandable and purposeful inputs. iv) Involving pupils in various roles, which necessitates the employment of various speech styles. v) Learners acquire employing conversational habits and phrases, as well as communicating in real English. vi) Data exchange. vii) Through peer engagement, students create value collectively. viii) Students utilize language in profound and important ways. ix) The educator instructs students on proper linguistic knowledge. x) The teacher offers relevant and timely feedback. xi) A welcoming and encouraging atmosphere that promotes linguistic modification and experimentation. xii) A student-centered setting in which the instructor serves as a guide.

Explanations are one approach for instructors to determine the context of new linguistic components. Teachers should provide explicit explanations and the explanations should not have grammatical complexity (Perrot, 1986; Lile, 2002, as cited in (Syomwene, 2013)). Moreover, the phrases must be brief and the terminology should be relevant to the students' perspectives. Educators must use ***examples*** to supplement their explanations. Doff (1988) asserts that language teachers should give one or two examples to show what the structure means, say the structure and ask students to repeat it, write an example on the board, and give other situations and examples (Syomwene, 2013).

Teaching aids are useful in transmitting the sense of the new linguistic forms and are utilized in the curriculum to assist with instruction. Well-designed assistance must improve awareness, cognition; develop cognitive ability; inspire and generate interest by challenging individuals to understand different modalities in order to analyze and create good utilization of the available instructional way to study. ***Flashcards and charts*** can be used as teaching aids, thus, a flashcard is a piece of paper or a card with a word written on it or a picture drawn on it that is large enough for all students to read (Doff, 1988; Baker & Westrup, 2000, as cited in (Syomwene, 2013)). Flashcards can be used to stimulate exercises, ask for recommendations regarding the characters or the plot of a narrative, elicit opinions about an image or a scenario. On the other hand, charts are larger sheets of paper or cards. The teacher can hold them up or display them on the wall or the blackboard (Doff, 1988, as cited in (Syomwene, 2013)).

While teaching the new vocabulary, a clear relationship among the term, real-world objects such as charts, sketches, and pictures should be established. ***Real objects*** are items brought into the classroom by teachers and students. Learners can internalize instructor explanations of abstract topics by employing real-world items. Furthermore, real objects offer value and motivate us to connect language to the physical world.

Pictures and drawings could be beneficial as well. Pictures can be obtained from magazines, newspapers, or photographs (Doff, 1988, as cited in (Syomwene, 2013)). The instructor could create inquiries based on photos to practice a certain structure; however, the images used should be clear and identifiable. Anne Syomwene theorizes that images provide the "here and now" for the Second Language learner, they provide additional language context that aids the acquirer's understanding and, as a result, acquisition (Syomwene, 2013).

Presentation-Practice-Production (PPP). The PPP method consists of three stages. The first step is known as the 'introduction phase.' It starts with equipping students with valuable data about a chosen language. The second step is known as the 'training phase'. English or other language learners implement what they've learned in the course/classroom, which consists of individual, couple, and teamwork. The use of repeated exercises not only trains students to use a language but thereby enables them to relax. There also should be emphasized that such a stage begins with regulated training and eventually progresses towards less supervised activity. The 'production stage' encourages them to generate a language in a specific context. Of course, this method focuses on accuracy, but it remains to be seen in a second or foreign language classroom and teaching materials today (Richards & Schmidt, 2002; Lightbown & Spada, 1999; Howatt & Widdowson, 2004; Harmer, 2007, as cited in (Sritulanon, Chaturongakul, & Thammetar, 2018)).

Statistical Analysis

Building on the previous suggestions, this research also aims to analyze the studies made by Dhani Ram Sharma from "Nepal Rashtriya Chandraganga Secondary School", wherefrom their experiences and investigations it was obvious that "Storytelling Method" was one of the successful ones in accomplishing better oral communication skills among the students of the 11th grade. Further, several characteristics will be presented regarding this method: it arouses interest; stimulates students' imaginations and piques their interest in linguistic skills; helps to improve vocabulary, understanding, and story sequencing; enhances listening and conversational interaction skills; is a collaborative and participatory process; aids the listener's memory; employs a wide range of linguistic norms to bring the narrative to life.

Research Investigation Process

The research began with the step pre-speaking test after uploading the plan of actions. First, there were chosen 25 students from the 11th grade who were majoring in Languages. The author worked on the topics for the communicative assessment. For the communicative examination, two relevant inquiries were created specifically: overall presentation and image explanation. This is the chosen implementation of the following criteria to the experiment through a speaking exam: 1) Comprehension; 2) Vocabulary; 3) Grammar and 4)
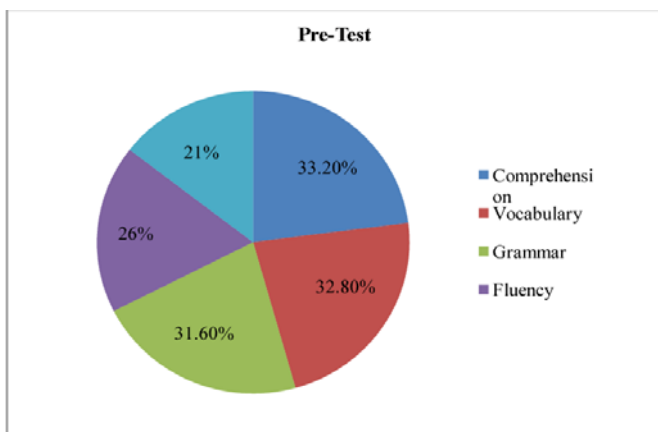
Figure 1

Pronunciation. Afterward, there was made a pre-examination, as well as, the analysis of the revealing outcomes.

In the speaking pre-test, participants achieved 33.2 percent for comprehension, 32.8 percent for vocabulary, 31.6 percent for grammar, 26 percent for fluency, and 21 percent for pronunciation. Thereafter, there was used the Cooperative Storytelling method aimed at addressing them to enhance their public speaking skills. Firstly, the author sorted all into 5 equivalent sections. There was shown a brief narrative movie to them. Once they've watched the video, the author urged them to recount the same tale in groups of three. The pupils discussed the narrative in groups and repeated it in a circuit. For a week, there was shown a different narrative movie day after day. Nevertheless, the author saw that they were willing to talk with their peers. Eventually, there was altered the movie's structure was. Next, the tale has divided the tale into 5 categories and assigned a section of the story to each group, instructing them to reread the assigned sections of the narrative in their groups. Once each team had finished reading the narrative's sections, each team was instructed to assemble all of the pieces in the right sequence and construct a story. After combining a whole story, the author asked them to tell in the team and changed the story every day and then, the author presented the written form of the parts of stories for a week (Sharma, 2018).

Observation & Outcomes

After the implementation of the storytelling technique to develop their proficiency for two weeks, the author conducted the storytelling contest to observe their speaking proficiency (Sharma, 2018). The kids participated in the event and were permitted to narrate stories that they had previously heard. The author also administered a post-speech exam to assess their communicative competence. Ultimately, the results were examined and discovered that they increased their conversational skills. While utilizing this method, the author discovered that the students were driven to communicate in English with their peers both inside and outside of the lesson. The introverted kids began to communicate in English in class as well. Then the pre-test was performed and the results were evaluated:
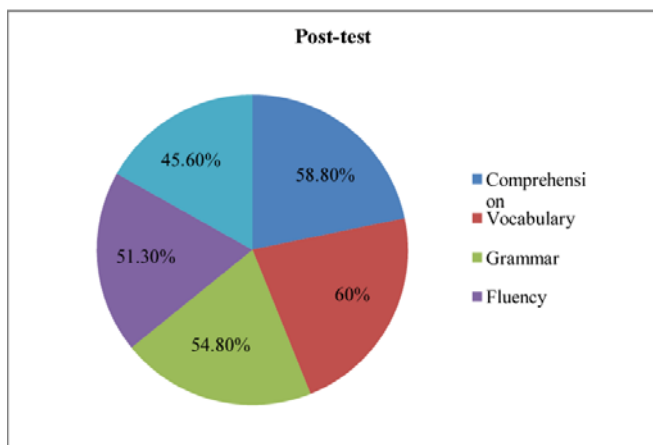

Figure 2

The result showed that the students scored 58.8% in comprehension, 60% in vocabulary, 54.8% in grammar, 51.30% in fluency, and 45.60% in pronunciation. The author found that the students' speaking proficiency was increased through the use of cooperative storytelling techniques (Sharma, 2018). While evaluating the results of the post-speaking exam, the author discovered that it aided in overall success; carried out the implementation strategy outlined in my action research proposal. The goal was to help the pupils enhance their public speaking skills (Sharma, 2018). As the study was completed, the author discovered the expected outcome. The treatments that were used with the students significantly improved their engagement in speaking activities.

Results & discussion

Coming to the discussion and the results of the illustrated research findings, it is obvious that there are possible ways for accomplishing new and effective strategies in oral communication skills. As it was presented by Zhanli Yang strategies on – *"how to improve oral English"* recommended to "listen to the radio, music in English, practice scenarios and read out aloud"; *"how to speak more accurately"* should be paying attention to "Choosing English for the recognition of purposes and avoiding traps"; *"how to speak more fluently"* by not

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hesitating to use their body language and gestures*"; "move your mouth"* for escaping confusion in spelling and pronunciation. Building on this idea, this research paper illustrated several strategies revealed by Anne Syomwene, Apisara Sritulanon, Panna Chaturongakul, Thapanee Thammetar, who recommended paying close attention to the implementation of the following modules and activities: *explanations, teaching aids, flashcards, real objects, pictures and drawings* and *Presentation-Practice-Production (PPP) – The PPP method*. Afterward, the investigation continued with the observation of the experiment made by Dhani Ram Sharma, which resulted in the positive outcome of the whole procedure. Even though lots of various professional researches should be done regarding implementing new and effective strategies for developing oral communication skills, previously mentioned recommendations also fully meet the expectations of students and professionals in their future developments in oral communication.

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Різні стратегії та методи успішного вдосконалення навичок усного спілкування англійською мовою

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Стверджується, що «мовний репертуар кожної людини не ідеальний» (Maleki 2007, цитується по (Hmaid, 2014 року)). Як корінні, так і не місцеві учасники будь-якої громади зустрічають з перешкодами, покладаючись на обмежені словесні інструменти для вираження свого наміру. Комунікаційні стратегії – це методи, за допомогою яких прагнуть подолати бар'єр між усіма людьми, які хочуть передати інформацію, доступні мовні ресурси. Значення англійської мови неможливо переоцінити. Фрагментація абзаців, повторення фраз і загальне узгодження тем – основні проблеми правильної граматики. Спілкування – це фундаментальний спосіб взаємодії. Це єдина фундаментальна людська привілея з найменшими обмеженнями, яка вважається надзвичайно важливою відповідно до законодавства. У дослідницькій роботі розкривається методологія змішаного методу вивчення можливих ефективних модулів і типів навичок усного спілкування англійською мовою. Як кількісний, так і якісний підходи бралися до уваги протягом усього дослідження, де дослідження Дхані Рам Шарма, Апісара Срітуланон, Панна Чатуронгакул, Тапани Тхамметар, Анн Сёмвене, Жанлі Ян, Ясин Хмайд, дослідження Дж.Д. Сінгха мали величезний вплив на результати і обговорення дослідження. Основними перешкодами, проілюстрованими в ході дослідження, були недостатня підготовка, відсутність розмовної англійської, поганий словниковий запас, нездатність чітко розуміти носіїв мови або інших людей, які розмовляють цією мовою, а також нездатність висловлювати ідеї, які обговорювалися і аналізувалися за допомогою

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запропонованих рішень. Цілі дослідження проаналізовано у дослідженні: прийняття серйозних зобов'язань на переконання інструкторів та інших; розробка концептуального методу для інструкторів; просування переваг комунікативних навичок; пропозиція відмінних від звичайних навичок розмовної мови до вивчення англійської мови; вивчення ефективності розмовних навичок. Приклади, стратегії та рекомендації, проілюстровані авторами в таких розділах дослідницької роботи, підкреслюють важливість навичок усного спілкування як в освітньому середовищі, так і в професійній сфері. Крім того, аналіз статистики, проведений Дхані Рамом Шармою, підкреслив позитивний вплив використовуваних ними стратегій на покращення та розвиток комунікативних навичок учнів. Результати і обговорення підтверджують, що реалізовані заходи та стратегії були досить успішними для майбутніх професійних досягнень у навичках усного спілкування.

Ключові слова: *усна комунікація, навички, англійська мова, мовні стратегії, рекомендації, дослідницька робота.*