

Developing EFL Learners' Speaking Skills

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1. INTRODUCTION

It is noticed that class activities play an important role in developing the four skills of EFL learners. One can see that when a class is warm and full of competition, students achieve more than when they only receive the information from the instructor directly without students participations. For well over a decade, the focus of the university classroom has steadily shifted from a teaching-centric approach to a learning-centric approach (Barr & Tagg 1995: 2-3).

Research comparing the effectiveness of lectures and discussions indicates that, although both techniques are similarly effective for knowledge-level learning, the results consistently favor discussion methods over lecture on a number of measures: problem-solving, transfer of knowledge to new situations, and motivation for further learning (Bligh 2000). There are many small group techniques that may be used in almost any course with very little effort. The primary focus is getting students to really think about the material so they are able to vocalize what it is they are thinking about.

Students need to develop speech problem by way or another; class activity is the fundamental solution of this problem. The problem investigated in the current study is that of speech production among EFL University learners; how to perform an effective and well-formed speech poses problems. It is noticed that students face problems when they want to speak in English. And sometimes when they are speaking English, they have a sentence in mind, but they misuse two or three important vocabulary words – and then it becomes difficult to group what