Analyzing Strategies for Developing Students' Speaking Skills in Public Universities of Pakistan

| Syeda Sidra Nosheeen[*] | Muhammad Javed[†] | Haseen Akhtar[‡] |

Abstract

In Pakistani educational system, English language has a distinguishing place for getting higher education and job opportunities. However, it is challenging task for ESL teachers to develop students' speaking skills. Therefore, the current study aimed to analyze the strategies for developing students' English language speaking skills and find out the new trends adopted by university teachers for developing students' English language speaking skills. The researchers selected 2425 students and 97 teachers from public universities of Pakistan. A self-designed instrument was used to collect data. The calculated reliability of the tool was .876. Data were collected and analyzed by using SPSS and percentage, mean score, and standard deviation were calculated. The results conclude that teachers sometimes use modern and innovative methods to teach the English language, whereas, most of the teachers never use technology to enhance students' speaking skills. The study recommends that teachers should pay full attention to develop students' speaking skills which is an integral skill of ESL students' learning.

Key Words: Strategies, Teaching, Developing, Speaking English

Introduction

In Pakistan the major issue for the English language instructors is to develop learners' English language speaking skill. The goal of teaching ESL is to improve the speaking skill of the learners and make them able to express their views and feelings according to the social and cultural circumstances. English language has four basic skills, those are necessary for the learners to learn the English language. In Pakistan from one class to graduation English language is a compulsory subject but after learning English language throughout in the academic career most of the students are not able to speak English language with proper accent and correct pronunciation.

According to Asatryan (2016), speaking skill is the most essential part of second language learning and teaching but it is the crucial one to teach and learn speaking skill. Moreover, it is an important process which builds the communication by using verbal and non-verbal symbols in different situations.

Akram and Nosheen (2013) highlighted the problems students in speaking English language. They presented that students feel problems while using of inadequate vocabulary and grammar illiteracy. Students feel shy because they assume students will laugh if they will speak wrong English. They also reported that students of English medium schools speak English confidently. Students those having English medium schooling they can speak fluently with except pronunciation and proper accent. Khan and Ali (2010) presented to improve the speaking ability in English, they concluded that teaching English just considered as a subject not language that is why students focused on the rote memorization just to pass out the examination. Moreover, students complained the teachers scold and discourage them on their wrong English speaking instead of correct and motivate them.

---

[*]PhD Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan.
[†]Assistant Professor, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan.
Email: muhammad.javed@iub.edu.pk
[‡]PhD Scholar, Department of Education, The Islamia University of Bahawalpur, Punjab, Pakistan.

According to their results teachers and students both are equally responsible for poor English language speaking skills, to some extend teachers are more responsible because they have the professional knowledge and skills.

Ahmad, Pathan and Khan (2017) they highlighted the factors those are becoming the cause of anxiety in speaking English language among university students of Blochistan at post graduate level, results of the study presented that the students feel anxiety in speaking English language and it directly affect their academic achievements. Mansoor (2004) investigated in the study whether the students of the English language learning have the facilities of English language learning (information technology, availability and quality of English language learning courses) at higher education level by exploring the background and the results of the study revealed that students are motivated and have the positive attitude towards English language learning but the current situation and policy both are lagging behind.

Hussain and Ghani (2016) presented the study on effect computer application on the speaking skills of leaner of English their research study explores participations' attitudes and perceptions towards indigenized and non-indigenized learning through computer assisted programs of language learning, most of the participants like to learn by the computer assisted language learning and they feel fun and enjoy while learning. They stated that there is a need to make efforts for the production of the culturally accommodated computer assisted language learning materials which suit the need of Pakistani learners. According to Celce-Murcia and Olshtain (2001), teaching, learning and testing of speaking skill of any language is a difficult task. For the learners of the second and foreign language: the mastery of speaking skills in English language. In-depth knowledge of strategies used for the oral production of the language help the second language learners to solve the problems of communication and negotiate properly. However, the researcher aims to explore the strategies those develop students' English language speaking skills at university level 'Analyzing Strategies for Developing Students' Speaking Skills in Public Universities of Pakistan'.

Speaking skill is an oral expression of one's opinion, thoughts, feelings and facts in front of others. Nunan (2003) elaborates that generally speaking skill is a productive verbal skill, which is based systematic construction of verbal utterance to convey the message to the listeners. On the other hand, Brown (2004) point outs in little bit different statement that speaking is a two-way process which involves construction of meanings, producing and receiving message and information processing. So, in speaking skills learners learn how to arrange the ideas in proper way, organize the sentence structure express the message in spoken form with proper pronunciation and accent. Although teachers are authoritative figure in this model, but teachers and students play an equal role in instructional process (Watkins, 2005). So, the teachers' role in this process is to facilitate and guide the students. Teachers measure the students' achievements through formal and informal forms of assessment including students' classroom participation, students' portfolio and group projects because, teaching and assessment are interconnected activities in teaching learning process (McNeil, 1999).

Current Research

Current study aimed to analyze the teaching strategies, for developing students' speaking skills in public sector universities of Pakistan. Education system of Pakistan neglects the speaking skills of the students, whereas, English language has considered as a compulsory subject from class one to masters level so, aim of the study was to explore the teaching strategies for developing student' speaking skills.

Objectives of the Study

Purpose of the study was to analyze the teaching strategies for developing students' speaking skills. After graduation students are not able to speak English with proper accent and pronunciation in Pakistan. So, researcher decided to analyze the teaching strategies, those teachers use to teach the students in public universities of Pakistan. Objectives of the study were (a) to analyze the strategies for developing students' English language speaking skills; and to enlist the technologies used by the teachers for developing students' speaking skills.

Research Methodology

The research study was descriptive in nature. Quantitative data designed for the collection of the data for the

current study. Questionnaire was designed to collect the data from the students of the universities public sector universities of Pakistan. The main focus of the study was to analyze the application of technology for developing students' English language speaking skills. So, population of the study was consisted of the all teachers and students of the public universities of Pakistan. Basically, sample of the study is a group of the selected subjects those represent the whole population of the study which researcher selects for the research study. So, 97 teachers and 2425 students were selected randomly as the sample of the study to collect the data from the public sector universities of Pakistan.

Research Instruments

English language has the distinguishing place in Pakistani educational system. From one class to higher education level English is a compulsory subject but unfortunately our system is not getting the desired results. Although in all over the world instructional method has changed educational systems has the rich technology to teach their students. So, the researcher aimed to analyze the application of technology for developing students' speaking skills in public sector universities of Pakistan. Moreover, researcher develop the questionnaire having 16 statements and conducted the pilot study of 300 data, calculate the reliability of the results the value of the Cronbach's alpha coefficient was 0.876 which is above the brink value of 0.7 hence the research questionnaire was trustworthy adequate.

Data Analysis

Data were collected from the students of public universities of Pakistan and were analyzed by using SPSS data analysis sheet, frequency, percentage, mean score, and std. deviation were calculated and presented.

Table 1. Strategies Teachers Recommend to Developing Students' English language Speaking Skills?

S	Method/Approach	Mostly	Frequently	Some times	Seldom	Never	Mean score	Std. deviation
1	Natural method	33.4	21.5	25.0	8.4	11.8	3.56	1.338
2	Indirect method	25.1	23.0	26.8	14.2	11.0	3.37	1.295
3	Audio lingual method	12.6	16.5	27.4	17.1	26.4	2.72	1.349
4	Communication approach	28.4	26.3	25.3	11.7	8.2	3.55	1.244
5	Silent way	9.2	10.8	22.7	19.2	38.1	2.34	1.324
6	Suggestopedia	27.5	24.2	25.7	10.0	12.7	2.83	1.300
7	Task based learning	12.2	19.6	28.8	18.0	21.3	3.44	1.325

Table 1 indicates that 33.4% respondents respond that teachers mostly use direct method to teach English language, 25% sometimes, 21.5% frequently, 11.8% never and 8.4% respondents respond that teachers mostly use the direct method to teach English language. Whereas, 3.56 mean score also indicates that teachers frequently use direct method for enhancing English. Table also represents that 26.8% respondents respond that teachers sometimes use grammar translation method. 25.1% mostly, 23.0% mostly, 14.2% seldom and 11.0% respondents respond that teachers never use grammar translation method. 3.37 means score shows that sometimes teachers use grammar translation method to enhance the speaking skills of the students. Furthermore, 27.4% respondents replied that teachers sometimes use audio lingual method to develop speaking skills. 26.4% never, 17.1% seldom, 16.5% frequently, 12.6% respondents respond that teachers mostly use audio lingual method, 2.72 mean score indicates that teachers sometimes use audio lingual method to develop speaking power of students.

Moreover, table represents that 28.4% respondents mentioned that teachers mostly communication approach, 26.3% frequently, 25.3% sometimes, 11.7% seldom and 8.2% respondents respond that teachers never use communication approach to teach the students speaking English language, 3.55 mean score represents that teachers sometimes use communication approach. Table shows that 38.1% respondents mentioned that teachers never use silent way to teach the students English language, 22.7% sometimes, 19.2% seldom, 10.8% frequently and 9.2% respondents respond that teachers mostly use silent way to teach speaking English language,

2.83 mean score indicates that teachers sometimes use the silent way to enhance their speaking skills. Results of the table also represents that 27.5% respondents mentioned that teachers mostly use suggestopedia to develop students' speaking skills whereas, 25.7%sometimes, 24.2% frequently, 12.7% never and 10.0% respondents replied that teachers seldom use suggetiopedia and 2.83 mean score represents that teachers sometimes use suggestiopeida to teach the students. table also presents that 28.8% respondents mentioned that teachers sometimes use task base learning method for teaching English, 21.3% never, 19.6% frequently, 18.0% seldom and 12.2% respondents replied that teachers mostly use task base teaching method to teach the students English language and 3.44 mean score also represents their teachers sometimes use task base teaching method to develop English language.

Table 2. New Trends Adopted by the Teachers for Developing Students' English language Speaking Skills

S	Method/Approach	Mostly	Frequently	Some times	Seldom	Never	Mean score	Std. deviation
1	Read loudly to memorize	27.6	18.0	23.8	12.0	18.6	3.24	1.446
2	Playing roles of movies characters	13.1	19.7	25.4	16.2	25.6	2.79	1.365
3	Debate completion	17.6	18.3	28.9	15.5	19.6	2.99	1.353
4	Question answer session	31.4	28.8	23.6	9.5	6.7	3.69	1.199
5	Picture description	13.2	19.2	27.2	16.3	24.2	2.81	1.347
6	Story telling	23.5	24.8	26.5	13.6	11.6	3.35	1.290
7	Group discussion	36.6	24.4	21.4	8.4	7.2	3.77	1.229
8	Dialogues	23.3	24.6	24.2	15.9	12.0	3.31	1.311
9	Presentation	50.7	22.0	16.9	5.6	4.8	4.08	1.152
10	Pair work	27.4	25.3	25.5	11.5	10.3	3.48	1.284
11	Classroom Interviews	18.9	17.4	28.4	17.2	18.1	3.02	1.352
12	Presenting oral reports	18.4	20.8	27.7	17.3	15.8	3.09	1.320
13	Brainstorming	20.5	20.5	28.2	15.1	15.7	3.15	1.335

Table 2 indicates that 27.6% respondents mentioned that teachers seldom use read aloud method to memorize the different words of English language. 23.8% sometimes, 18.6% never, 18.0 frequently, 12.0% respondents replied that teachers sometimes recommend read aloud method to teach English language. 3.24 mean score indicates that sometimes teacher recommends this method. Table also represents that 25.6% respondents respond that teachers never, 16.5% sometimes, 19.7% frequently, 16.2% seldom and 13.1% respondents replied that teachers mostly recommend the role play activities to teach the students English language, 2.79 mean score indicates that sometimes teachers use role play activities for developing students' speaking skills. Table also represents that 28.9% respondents mentioned that teachers sometimes use debate competition to teach English language, 19.6% never, 18.3% frequently, 17.6% mostly and 15.5% seldom use debate competition to teach English language and 2.99 mean score indicates that teachers sometimes use debate competition to teach English language.

Additionally, table also indicates that 31.4% respondents respond that teachers mostly use question answer session to teach English language, 28.8% frequently, 23.6% sometimes, 9.5% seldom and 6.7% respondents mentioned that teachers never use question answer to teach English. However, 3.69 mean score also represents that teachers use question answer session frequently to teach them English language. It also represents that only 27.2% teachers sometimes use the picture description method to teach English language, 24.2% never, 19.2% frequently, 16.3% seldom and 13.2% mostly use picture description method to teach English and 2.81 mean score also represents that sometimes teachers use picture description method to teach the English language. Table indicates that 26.5% respondents that teachers sometimes use story telling activity to teach English language. 24.8% frequently, 23.5% mostly, 13.6% seldom and 11.6% respondents respond that teachers never use story telling activity to teach English language and 3.35 mean score represents that sometimes teachers use story telling activity for developing speaking English langue.

Moreover, table indicates that 36.6% respondents respond that teachers mostly use group discussion activity for speaking enhancement, 24.4% frequently, 21.4% sometimes, 8.4% seldom and 7.2% teachers mostly use

group discussion activity to teach English language, 3.77 mean score show that teachers frequently use group discussion activity. Table indicates that 24.6% respondents revealed that teachers frequently use dialogue activities for speaking skills, 24.2% sometimes, 23.3% mostly, 15.9%, seldom, 12.0% never use dialogue activity and 3.31 mean score represents that teachers sometimes use dialogue activity to enhance speaking skills of the students. It also presents that 50.7% respondents indicated that teachers mostly assign presentations to enhance students' speaking skills, 22.0% frequently, 16.9% sometimes, 5.6% seldom whereas 4.8% of the respondents mentioned that teachers never assign them presentations to enhance the speaking skills of the students. 4.08 mean score indicates that teachers frequently use to assign the presentation for speaking development.

Table also indicates that 27.1% respondents respond that teachers mostly use pair work activity to enhance students' speaking skills, 25.5% sometimes, 25.3% frequently,11.5% seldom and 10.3% respondents respond that teachers never use pair work activity and 3.48 mean score also reveals that sometimes teachers assign the pair work activity.

Similarly, table shows that 28.4% respondents indicated that teachers sometimes use classroom interview activity to enhance students' English language speaking skills, whereas 18.9% mostly, 18.1% never, 17.4% frequently and 17.2% respondents mentioned that teachers seldom classroom interview activity to enhance students' speaking skills. Additionally, 3.02 mean score also indicates that teachers sometimes use classroom interview activities to enhance the speaking skills of the students. Table also indicates that 27.7% respondents respond that sometimes teachers recommend the students to present oral reports activity for enhancement of students' speaking skills. Whereas, 20.8% frequently, 18.4% mostly, 17.3% seldom, and 15.8% respondents respond that teachers never recommend them to present oral report activity for enhancement of students' speaking skills, in addition, 3.09 mean score also represents that sometimes teachers recommend the students to present oral report activity for enhancement of students' speaking skills. Table also represents that 28.2% respondents indicated that teachers seldom assign brainstorming activity to enhance students' speaking skills. However, 20.5% mostly, 20.5% frequently, 15.7% never, 15.1% respondents respond that teachers seldom use brainstorming for enhancement of students' English-speaking skills. Furthermore, 3.15 mean score indicates that teachers sometimes use brainstorming technique to develop students' speaking skills.

Table 3. Use of Technology for Developing Students' Speaking Skills

S	Method/Approach	Mostly	Frequently	Some times	Seldom	Never	Mean score	Std. deviation
1	Television	13.6	10.1	13.5	11.8	51.0	2.24	1.490
2	Projectors	11.9	15.6	18.2	14.8	39.5	2.46	1.438
3	Computers	10.3	10.0	18.6	12.7	48.8	2.21	1.397
4	Laptop	35.5	16.8	20.0	7.9	19.8	3.40	1.516
5	Multimedia	30.8	21.8	18.7	8.7	19.9	3.35	1.488
6	Smart Phones	23.4	15.0	20.7	11.3	29.6	2.91	1.541

Table 3 indicates that 51% respondents respond that teachers never use television to enhance the speaking skills of the students, 13.6% mostly, 13.5% sometimes, 11.8% seldom and 10.1% respondents respond that teachers frequently use television in the class. 2.24 mean score also indicates that teachers seldom use television for students' speaking enhancement. Moreover, table also indicates that 39.5% respondents respond that teachers never use projectors to enhance the speaking skills of the students however, 18.2% sometimes, 15.6% frequently, 14.8% seldom and 11.9% respondents respond that teachers mostly use projectors in class. 2.46 mean score also indicates that teachers seldom use projectors for speaking enhancement. it also represents that 48.8% respondents respond that teachers never use computers to enhance the speaking skills of the students. 18.6% sometimes, 12.7% seldom, 10.3% mostly and 10% respondents respond that teachers frequently use the computers to enhance the speaking skills of the students. 2.21 mean score also indicates that teachers seldom use computers. Table represents 35.5% respondents respond that teachers mostly use laptops in class. 20% sometimes, 19.8% never, 16.8% frequently and 7.9% respondents respond that teachers seldom use laptop in the class. 3.40 mean score also indicates that teachers sometimes use laptops to enhance the speaking skills of the students. Table also represents that 30.8% respondents respond that teachers mostly use multimedia. 21.8%

frequently, 19.9% never, 18.7% sometimes and 8.7% respondents respond that teachers seldom use multimedia in the class to develop the speaking skills of the students. 3.35 mean score also indicates that teachers sometimes use multimedia. Table also represents that 29.6% respondents respond that teachers never use smart phones to enhance the speaking skills of the students. 23.4% mostly, 20.7% sometimes, 15% frequently and 11.3% respondents respond that teachers seldom use smart phone in class. 2.91 mean score also indicates that teachers sometimes use smart phones for the enhancement of students' the speaking skills.

Discussion

According to the first objective of the study strategies for developing students' speaking skills results of the current study describe that teachers seldom provide the opportunity to students to speak English during class. According to Noom-ura (2013) teacher and students both are the cause of failure in developing students' the speaking because teachers mostly put more emphasized on the writing and reading skills instead of speaking and listening skills. Eventually, most of the students try to learn English language by memorization or rote learning just to pass the exam, instead of having the concept and fluency in speaking English language (Adam, 2011). Results of current research study reveal that teachers sometimes use direct, grammar translation, audio lingual method. Additionally, teachers sometimes use suggestiopeida, communication approach and task-based teaching method to enhance students' speaking skills. Similarly, Farahani and Nejad (2009) elaborated that task-based teaching technique has positive effect on speaking development and English language proficiency. Task-based activities during teaching speaking English language improve listening and speaking skills of the students (Sarıçoban & Karakurt 2016). However, teachers never use silent way to teach English language. Furthermore, teachers mostly recommend read loud method however, sometimes teachers use role play activities, debate competition, picture description method, story-telling activity, dialogue activity, assign pair work activity, classroom interview, present oral report , brainstorming activity whereas, teachers frequently use question answer session and group discussion activity to teach them speaking English language additionally, teachers mostly assign them presentations to enhance the speaking skills of the students. Graham (2006) elaborated that for the promotion of English language learning both traditional and technological application for teaching is necessary to adopt for the English language teachers. Multimedia is technological innovation which has drastically changed the way of teaching specially for teaching English language it is has changed the traditional teaching method into the discovery-based teaching method, which develop the creative thinking, problem solving skills in students (Neo, Neo & Ten 2012).

According to the second objective of the study, 'Use of modern technology for enhancing students' speaking skills, Borphy (2008) highlighted that advanced methods of teaching English language suggest that the teachers of English language must teach their students to use technology such as: projectors, computers, mobile phones and television for developing their speaking skills. Furthermore, multimedia provides the numbers of ways for developing speaking skills of the students. Multimedia based learning provides the flexible and influenced environment for the students to learn English language. Additionally, Hwang (2005) explained that multimedia provde completely meaningful conversation which helps the learners to learn the English language. Multimedia instructional method provides the better interaction with daily life situations; it provides the cultural and linguistic information and realistic scene of quality communication. Similarly, results of study indicate that teachers mostly use laptop during class to enhance their speaking skills whereas, teachers sometimes use the multimedia, smart phones. Similarly, Bahadorfar and Omidvar (2014) described that technological material and instructional tools may help the teachers to enhance the speaking skill of the students. In addition with, technological learning helps the learners to record their dialogues and they may listen their recording again and again to enhance the speaking skills and it also helps the learners to minimize the errors in learning English language because learners listen their own speech and remove the mistakes in speaking and evaluate their speech (Sharma and Parrett 2007). According to Kirkoz (2011) by using technological instructional provide the opportunity that they can record the classroom conversation they can watch their videos and repeatedly listen their voice and check the utterance of words and correct the pronunciation of words.

Conclusion

According to the results of the study mostly teachers use traditional methods to teach speaking English language. Teachers use direct method, grammar translation method, audio lingual method, suggestiopeida, communication approach and task-based teaching method to enhance students' speaking skills. However, teachers never use silent way to teach English language. Furthermore, teachers mostly recommend read loud method however, sometimes teachers use role play activities, debate competition, picture description method, story-telling activity, dialogue activity, assign pair work activity, classroom interview activities, present oral report activity, brainstorming activity whereas, teachers frequently use question answer session and group discussion activity to teach them speaking English language additionally, teachers mostly assign them presentations to enhance the speaking skills of the students. Teachers mostly use laptop during class to enhance students' speaking skills and sometimes use the multimedia whereas, teachers seldom use television, projectors and smart phones to develop the speaking skills of the students enrolled in B.S and M.A programs in public universities of Pakistan.

Recommendations

Study suggested that there should be some drastic changed in the curriculum of English language. Content should be helpful to enhance the speaking skills. Results also expressed that teachers sometimes use the variety of methods and approach to enhance the speaking skills of the students. Furthermore, institutes should provide the technologies and language labs to develop the speaking skills of the students. Government should take step and train the English teachers according to need of the subject. Moreover, teachers should focus on all skills of English language, teachers should encourage the students during classroom participation. Teachers should give equal chance to all students and should give extra attention toward shy and introvert students and engage them in different activities of speaking.

References

Ahmad, A. Pathan, Z.H. & Khan, F.S. (2017). Exploring the Causes of English Language Speaking   Anxiety among Postgraduate Students of University of Balochistan, Pakistan *International Journal of English Linguistics*; 7, .2; 2017

Akram, M. & Nosheen, S. S. (2013). A study to analyze the problems of post graduate students in speaking English language at the islamia University of Bahawalpur, Pakistan. Proceeding of the Global Summit on Education 2013 (e-ISBN 978-967-11768-0-1) 11-12 March 2013, Kuala Lumpur. Organized by WorldConferences.net 720 188 - Proceeding of the Global Summit on Education (GSE2013)

Asatrayan, S. (2016) Activities Contributing a Great Deal to the Students' Interactive Skills in Foreign Language Classes.Bulgarian Comparative Education Society , Paper presented at the Annual International Partner Conference (4th, Sofia, Bulgaria, Jun 14-17, 2016)https://eric.ed.gov/?id=ED568139.

Bahadorfar, M. and Omidvar, R. (2014). Technology in teaching speaking skill. *Acme International Journal of Multidisciplinary Research, 2(4),* 9-13.

Brown, H. D. (2004). *Language assessment: Principle and classroom practices.* New York: Pearson Education. *by Digital Storytelling through Websites*. Retrieved from http://litu.tu.ac.th/FLLT2013/www.fllt2013.org/

Celce- Murcia, M., & Olshtain, E. (2001). Discourse and Context in Language Teaching: A Guide for Language Teachers. Cambridge: Cambridge University Press.

Farahani, A. A. K., & Nejad, M. S. K. (2009). A Study of Task-based Approach: The Effects of Task-based Techniques, Gender, and Different Levels of Language Proficiency on Speaking Development. *Pazhuhesh-e-Zabanha-ye Khareji, 49(4),* 23-41.

Khan, A. & Ali, A. (2010). Improving the speaking ability in English: The students' perspective. *Institute of Education and Research (IER), University of Peshawar, Pakistan*. Received November 15, 2009; revised December 3, 2009; accepted January 25, 2010. Procedia   Social and Behavioral Sciences 2 (2010) 3575–3579

Mansoor, S. (2004). The status and role of regional languages in higher education in Pakistan. *Journal of Multilingual and Multicultural Development, 25(4),* 333-353.

McArthur, T. (1990). the english language. England: Bloomsbury publishing.

Nunan, D. (2003) *Language teaching methodology: A textbook for teachers.* New York: Prentice Hall International, Ltd.

Sarıçoban, A., & Karakurt, L. (2016). The Use of Task-Based Activities to Improve Listening and speaking Skills in EFL Context. *Sino-US English Teaching, 13(6),* 445-459.