

An approach to developing students' Verbal communication skills in teaching English

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Abstract

This article examines the importance of verbal communication research in English language training as well as its need in daily living. The article provides examples of how teachers might help students improve their oral communication abilities. The teaching of the English language is presented and explored for this goal using a variety of effective, practical methods, with a focus on those methods that must be employed to assist students develop their verbal communication skills. The importance of verbal communication and speech manners in a person's success in life has piqued the curiosity of numerous academics and readers of the article. Speech etiquette is a component of the linguistic and cultural landscape of the globe, alongside products and information.

Keywords

English Language, Verbal Communication, Skills, Language Teaching, Speech Etiquette, Learning, Ethics

1. Introduction

The complex limitlessness of current language semantics, including English, is one reason why the link between language and its meaning is not simple (Sren- sen et al., 2019). (Wali et al., 2017). There are countless words and phrases, therefore language is productive in that sense. The vocabulary of a language may grow indefinitely since new words are created every day.

Although they are strongly tied to verbal and nonverbal symbols (Parikh et al., 2014) in terms of how we create the meaning of language, words are not the only thing we need to communicate. Each symbol has a concept pertaining to a certain activity (Zhirenov et al., 2016). In writing, the letters W-I-N-T-E-R must be placed together to spell the word "winter," just as they may be used for spoken communication. Students' technical communication abilities and empathy can both be improved through the use of communication development as a teaching strategy (Vogel et al., 2018).

Verbal communication is helpful for asking questions and expressing a range of needs. Verbal communication is used to convey information, persuade, and influence others as well as to name and describe objects, events, people, and ideas. In other words, vocal expressions allow us to communicate our observations, ideas, feelings, and wants to others.

An someone with strong communication abilities can take more control over their lives by learning more, conducting good research, conceptualising, organising, and presenting their ideas and arguments (Emanuel, 2011). Even though mastering these abilities will take time, better

teaching methods will assist students in understanding material more quickly and applying it to their work. Verbal communication skills are a crucial tool for success in any topic. Students will also have the self-assurance and knowledge to succeed in interviews in addition to getting a decent job with better communication skills (Reith-Hall & Montgomery, 2019). Communication skills are viewed as a tool for exchanging and receiving various types of information, as well as a factor in personality development over the course of a person's lifetime. Throughout this time,

Particularly, there given methods to help students in improving their verbal communication skills and speech etiquette, by the following elements: how to choose words and vocabulary for this or that conversation topic, using key phrases through different dialogues; by watching movies students will be able to understand the language, eye contact, accents; and how to paraphrase and summarize the spoken language, and respond to different types of questions. This article has an actual place in linguistics because important role of verbal communication and speech etiquette in language learning and teaching process. The topic closely connected with methodology, owing to essential methods in teaching verbal communication skills and speech etiquette.

Communication Skills Importance

For teachers, it is highly important to have enough skills to communicate effec-

tively, because they considered as one of the necessary determinants in teaching and learning success. In addition to transferring knowledge, the word “educate” is supposed to train learners verbal skills to develop themselves, the impact of higher education, the economy and the broader society transformed along time in various ways (Kromydas, 2017).

In carrying out the learning process, teachers should combine their verbal and nonverbal communication skills; the ability of teachers in applying these types of communication can help improve both, teachers and students impressions in the process of teaching and learning. The teacher is the one who always explains and presents learning material to the class, for this purpose, the teacher should exhibit enough speaking with writing skills. The teacher is required to understand students’ verbal communication and be able to help students improve their verbal communication abilities. Verbal communication skills, either they are oral or written; involve vocabulary, mastering skills in choosing the right words to give meaning to the audience. Verbal abilities also concern with skills to organize the words logically.

More importantly, communication is the manifestation of accurate and open attitudes in information change between learners and students. Communication is closely related to culture (Piller, 2007). Nevertheless, the culture itself can be a challenge in building interaction that potentially causes misunderstanding. Language problems can be associated with

problems of hearing ability and pronun-ciation, speed, tone, and tune.

2. Developing Students Communication Skills

Participants in this study include the educators who work with students and teachers. In the process of learning and teaching a language, pupils' and instructors' ethical behaviour is demonstrated in how well they are able to communicate. Ethics is one of the most essential needs that people have on a daily basis all around the world. Here, we want to focus on how the teaching of foreign languages is governed by ethical communication. A branch of philosophy that has existed for thousands of years is the study of ethics.

Curriculum and ethics are commonly regarded as taking centre stage in service-learning programmes, community involvement initiatives, and communication activism when students are exposed to the harsh realities of society. Some pupils could encounter and interact with this information.

Competent and skilled communicators are ethical communicators who take responsibility for a message's creation, impact, and effects in a diverse range of contexts, including mass media, interpersonal, intercultural, professional, and public areas. Stimulating the moral imagination is a key factor that helps stu- dents to recognize issues of communication ethics. They learn to weigh their self-interests relative to the self-interest of others, so their communication skills may construct the ethical dimension in the world they live in. In this regard, through the analysis of terminology the term speech etiquette is described in this article. Here we tried to give exact meaning and role of speech etiquette in for-eign language learning and teaching.

Speech etiquette is included in the linguistic cultural picture of the world. Pos- session, understanding and choice of formulas of speech etiquette depends on the people behavior. The choice of speech etiquette formulas is playing a special role in the foreign language study. Without speech etiquette, it is impossible neither to enter the communication, nor to maintain communication, or to com- plete it. Speech etiquette is a set of requirements to the form, content, order, character and situational relevance of statements adopted in this culture. Speech etiquette, in particular, includes words and expressions used by people to say goodbye, requests, and apologies, accepted in various situations, forms of treat- ment, intonation features that characterize polite speech, etc. The study of speech etiquette occupies a special position at the junction of linguistics, theory and history of culture, ethnography, country studies, psychology and other humani- ties (Kereksha, 2019). On the other hand, speech etiquette can be considered from the point of view of language norm. Thus, the idea of correct, cultural, norma- lized speech includes certain ideas about the norm in the field of speech etiquette(Ushakov, 2008).

3. Ways to Obtain Good Communication Skills

There are some characteristics of effective verbal communicators which are very necessary,

including active listening, adaptability, adapting one's communication styles to support the situation, clarity, confidence and assertiveness, constructive feedback to giving and receiving it, emotional intelligence for identifying and managing teacher emotions, as well as students emotions, empathy, interpersonal skills as social skills which are especially useful in building strong arguments, interpretation of language, open-mindedness, patience, simplifying the complex, and storytelling.

The way to obtain a good proficiency in verbal communication is mention attributes concerning both the teacher and learners. Essentially, there are a lot of techniques and tools that teacher can use to improve students' verbal communication skills (**Figure 1**).

The useful thing here is to apply technology such as videos and audios, which are playing the most important role nowadays. Additionally, they will be in interesting and effective sense for students and learners.

Figure 1. Techniques and tools for improving students' verbal communication skills.

Watching Films That Model Conversation Skills

The conversation is one of the most basic and essential communication skills. It enables people to share thoughts, opinions, ideas, and receive information. Although it may appear simple on the surface, effective conversations include a give-and-take exchange that consists of elements such as language, eye contact, summarizing, paraphrasing, and responding.

Students can learn the fundamental elements of the conversation by watching films or videos about interactions taking place. The teacher can pause the video and ask questions such as, "What message is the listener sending by crossing his arms? What else can you tell by observing the language expressions in the conversation?"

Reinforce Active Listening

Communication is not just about speaking, but also about listening. The teacher can help their students to develop listening skills by reading a selection of text, and then having the class discussion and reflect the content by students explanations. Active listening also means listening to understand rather than a reply. Reinforce building good listening skills by encouraging students to practice asking clarifying questions to fully understand the speakers message.

Offer Group Presentations and Assignments

Team-building exercises can also help students sharpen both oral and written communication skills. Not only does it offer students the chance to work in small groups, thereby reducing some of the pressure, but it also allows them to debate their opinions, take turns, and work together towards a common goal.

Ask Open-Ended Questions

On the occasion where students require more than a one or two-word response, open-ended questions are vital for inspiring discussion and demonstrating that there are multiple ways to perceive and answer a question. A teacher might set a timer for students informal conversations and challenges to use open-ended questions. For example, teacher can show children the difference in how much more information they can obtain by asking, “What did you like best about the song?” rather than simply “Did you like the song?”

Use Tasks and Activities That Foster Critical Thinking

Another task-based method for improving student communication skills is through critical thinking exercises. These can be done verbally or through written assignments that give students the chance to answer questions creatively using their own words and expressions.

Offer Reflective Learning Opportunities

Recording students reading selected text or videotaping group presentations is an excellent method for assessing their communication strengths and weaknesses. Students can reflect on their oral performance in small groups. Then, ask each student to analyze the others so that they can get used to receiving constructive criticism. Besides these techniques and methods, there are other activities for improving students verbal communication skills, such as role-playing, which showed effective results from previous experiences.

4. Conclusion

Effective verbal communication skills include more abilities than just speech. Verbal communication encompasses both how to deliver messages and how to receive. Communication is a necessary skill, which is important to every student, teacher, and person, even to workers, who can convey information clearly and effectively to be highly valued by employers. Employees who can interpret messages and act appropriately on the information they receive have a better chance in their job excellence. Without speech etiquette, it is impossible to join and maintain the communication, or to complete it. Speech etiquette considered as a set of requirements to the certain form, content, order, character and situational relevance of statements adopted in this culture.

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