Lack of Spoken Communication in Children and Its Psychological Effects on English Language Learners

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Abstract

As a means of effective communication, one of the most important qualities to master and improve is speech. One of the most crucial parts of language learning is the ability to communicate effectively. Many language learners find it challenging to explain themselves in spoken language. In any learning circumstance or environment, human psychology plays a significant influence. The ability to communicate in English is heavily influenced by human psychology. The goal of this study was to find the psychological element that has a detrimental impact on English-speaking learners' production. They usually have difficulties in conveying their thoughts in a foreign language effectively. When we are unable to find the right words or phrases to express ourselves, we tend to quit speaking.   A solid command of spoken English is required in the modern world of mass media and communication. The purpose of this paper is to emphasise the importance of focusing on elements that influence English-speaking learners' capacity to communicate. A review paper presents the body of research relating to the word expression, the value of expression, the features of speech production, speaking difficulties and factors influencing speech production. According to the literature review, adequate speech instruction has been described as a concern for learners and an area in which more research is required. Educators and researchers may benefit from this study by better understanding the challenges they face while teaching and learning English.

Keywords: speaking skills, psychological effects, English language learners, importance, characteristics, problems

1. Introduction

"Talking is just one of our many communication talents. Speaking, listening, writing, and reading are the four main talents that most people possess. These three domains are inextricably tied to speech. Speech and writing are both ways of expressing feelings to others. Listening is how people understand speech, and speakers must utilise their own listening abilities to figure out how their words are received. Reading aloud (a type of reading) combines the receptive ability to comprehend writing with the expressive ability to write (Elizabeth, 2003).

For school children, English isn't a new topic. Since they were in primary school, children have been learning English. Since kindergarten, many of them have been learning English. It's easy; English's status as a foreign language is to blame. Many people who want to learn English, at the very least for communication purposes, have been influenced by the use of English as a worldwide language (Modebelu and Melody Ndidi, 2015). In order to learn a new language, speaking is essential. Despite its significance, speaking has been overlooked in schools and universities due to a concentration on grammar and an unfavourable teacher-to-student ratio. It was omitted from the research because it is difficult to adequately analyse talking and takes a long time to provide speech exams (Clifford, 1987).   In first and second language classrooms skill like speech should be respected in both the classrooms. Language learning progress is assessed by the capacity to speak in a foreign or second language, which is the key component of language acquisition (Nunan, 1995).

It is common for EFL/ESL students to focus on improving their speaking skills. Language learners frequently assess their progress in learning languages based on their ability to communicate. Instructional materials use one of two ways: direct approaches that focus on particular elements such as turn-around and topic management or indirect tactics that make advantage of group collaboration, task work and other tactics to generate verbal interaction situations (Richards 1990).   Knowledge of other languages has served students well in the integrated globe, opening the door to career

opportunities in the global economy and expanding the media available, enriching public discussion of current issues during this moment of globalisation. Today, English is without a doubt the most widely spoken language on the planet (Kachru and Smith, 2008).

In terms of human evolution, it is apparent that English has become the most widely used language on the planet, with more people using it for more purposes than any other language. English is also a language of the world that is spoken as a first language, as well as a second or foreign language, in a number of countries. It is taught in practically every country's school system (Indramawan and Akhyak, 2013). Speech is one of the most important qualities for communicating or articulating information in a spoken language. This is the ability to communicate verbally with others by expressing one's point of view and emotions in a variety of real-time settings.

2. Speaking Abilities Are Quite Important

The ability to communicate is present in humans from birth, even before they learn activities such as reading and writing, and this skill is inherited. In any case, humans spend far more time verbally interacting with language than they do writing it down. Because speech is one of the talents needed to engage in a discussion, it is the most significant skill. Speaking English is a difficult endeavour since speakers must be skilled in a wide range of abilities, including pronunciation, grammar, vocabulary, fluency, and understanding, in order to communicate effectively.

Learners should have sufficient English skills to converse with others simply and constructively. It was observed by Rivers in 1981 that people use local language outside of the classroom and came to the conclusion that they speak twice as much as they read and write collectively. Listening and communicating, according to Brown (1994), are language learning tools.

Speaking is particularly important in people's interactions, according to Efrizal (2012) and Pourhosein Gilakjani (2016), because they converse everywhere and every day. Speech is a verbal means of expressing ideas and messages. If we want students to be inspired to communicate in English, we should utilise it in real-life situations and ask them to do the same. According to Richards and Rodgers (2001), speaking talents were undervalued in conventional schools, where the focus was placed on reading and writing skills rather than oral communication. While reading and writing were considered essential skills in the Grammar-Translation system, speaking and listening were not considered necessary skills. Ur's words, to put it another way (2000), is the most important of the 4 language skills (speaking, listening, writing and reading), and it is critical to successful communication. The integration of particular linguistic abilities highlighted the value of communicating. Speaking aids in the development of learners' vocabulary and grammar skills, as well as their writing abilities. Students will express their emotions and ideas, tell tales, ask questions, and talk, discuss, and exhibit various language functions. Speaking is extremely important outside of the classroom. Users of other languages have a better chance of finding work in a variety of organisations and industries.

3. English Basic Language Skills

Because English is used for international communication, most foreign language students want to learn it. All four fundamental language abilities, namely listening, conversing, reading, and writing, must be mastered throughout this period in order to be successful. The abilities of reading and listening are considered receptive or passive, but the act of speaking and writing are considered active or effective. Because pupils do not exhibit their capacity to display listening and reading abilities, they are referred to as passive or receptive skills. We simply listen to or read the language without producing anything. Taiqin and Dong (1995)

4. Speaking Skills Levels

Level One - Basic Beginner Learning Objectives

Basics for those just starting out (Level 1)   It is essential for English learners to have the necessary information and abilities before progressing to High Beginner level (Level 2). (Basturkmen, 2002).

Speaking

Student's research spoken conversation and spoken development throughout the Basic Beginner Speaking Unit, and they learn how to make themselves heard at a very slow rate of speech, with gestures and phrases that are separate from each other. Using basic greeting and departure expressions and gestures. To use language patterns learned in the classroom to take the initiative and answer to straightforward assertions and queries on well-known topics (provided speech is expressed slowly and clearly). Using language patterns learned in class, manage numbers, amounts, costs, and time. To come up with simple, often single-word sentences about people and places. Manage to speak in very short, clear sentences with a lot of pauses to look for words. Then, read a short paragraph that you've already read. To come up with simple, often single-word sentences about people and places. Manage to speak in very short, clear sentences

with a lot of pauses to look for words. Then, read a short paragraph that you've already read. To connect words or groups of words with simple (and/or) connectors so that you can give personal information.

Listening

Students learn to understand when someone speaks in the Simple Beginner Listening Unit (the speaker speaks extremely slowly and articulates carefully, giving the learner a considerable period of time to internalise the content.) To comprehend the questions and instructions that have been patiently and gradually answered through repetition and re-examination. Quick, clear instructions must be followed carefully and slowly, with repetition and reshaping. To comprehend the concepts of number, quantity, cost, and time by employing the language patterns taught in the classroom (at the grade level).

Reading

Short passages are read and understood sentence by sentence in this Fundamental Beginner Reading Unit, as well as common terminology and basic phrases, with the goal of improving their ability to read on demand. As a result of continuous use of computer programmes, students are well versed in the use of common commands like PRINT and SAVE. In ordinary contexts, they are able to recognise familiar names, idioms, and very specific terms, and they follow short, basic written instructions (as necessary for peers of age and grade level). They learn about the contents of nonfiction literature as well as how to provide brief, clear explanations (with teacher guidance and visual support).

Writing

Students begin to type short, isolated lines and phrases in this writing lesson, which is part of the Fundamental Beginner (Level 1) writing course (through drawing and writing task the students of kindergarten and Grade 1 students can demonstrate their skill). They use basic language patterns to ask or say about personal information in writing (drawing or marking). They are able to write and copy basic phrases and sentences, as well as numbers, days of the week, and personal information such as their name, residence, and age (e.g. simple signs or directions, names of everyday items and phrases used regularly).

Grammar & Vocabulary

Speaking, listening, reading, and writing are the four contexts where vocabulary and grammar functionalities are taught. A student's vocabulary at the Basic Beginner level is restricted to a few isolated words and phrases that correspond to certain practical needs. Few grammatical and word patterns in a training repertoire are familiar to them. They have a limited vocabulary of words and phrases that they have learned. Native English speakers can understand it if they work hard enough.

Acculturation and Sociolinguistic Competency

Day in and day out, students in the Acculturation and Socio-linguistic Unit's Basic Beginning level learn to design efficient social interactions by using the most common and polite types of pleasantry and last goodbye: Please, thank you, and please accept my apologies for the introductions.

Learning Objectives for Level Two - Advanced Beginner

Learners of English at the High Beginner level (Level 2) must also acquire the information and abilities required to advance to the Basic Intermediate level (Level 3). Bora et al., 2012.

Speaking

Students examine spoken interaction and growth in the High Beginner Speech System. Students learn to compose sentences on frequent themes with enough ease to handle brief conversations, despite noticeable hesitations and incorrect beginnings. To communicate effectively using memorised social phrases and single expressions; to adapt well-rehearsed, memorised basic phrases to various circumstances. To cope with a high volume of social encounters in a short amount of time. To start, sustain, and end a basic face-to-face discussion; may ask for help. They communicate in basic and ordinary jobs including the rapid and straightforward transmission of information on common and routine topics. Making and responding to invites to work or play with a partner over the phone. It's a sign that you don't know what you're talking about. To voice your dislikes or preferences. To describe his or her home, hobbies, and interests in simple words. Identifying personal perceptions and prior practises (e.g. my last weekend, my last holiday). In a brief list of points, tell a storey or explain something. Basic connectors like and / but / because may be used to join groups of words together. Given the presence of the first language, comprehension will need repetition (pronunciation).

Listening

By listening to individuals talk slowly and clearly, students in the High Beginner Listening System learn to grasp what

is intended in ordinary everyday interactions. To be able to comprehend clear messages and phone conversations. Recognize terms from everyday life, such as personal and family information and school procedures. When speaking slowly and clearly in brief audio recordings, to understand essential facts.

Reading

Reading comprehension skills are honed in the High Beginner Reading Class by exposing pupils to the most extensive vocabulary possible. When the material is neatly organised and displayed, finding the most important information in lists and distinguishing relevant information is simple. Recognize the indications and reminders of everyday life in the classroom. Identifying precise details in written information that is more concise. In basic, familiar tales with high-frequency language, deduce the meaning of new terms from context. With the help of a teacher, recount a storey or explain anything in a coherent list of points.

Writing

The High Beginner Writing Program teaches students how to compose short phrases using their spoken vocabulary (with fair phonetic accuracy). Write short, clear language and annotate photographs for reports. To describe the occurrence in simple phrases and to disclose when and where it occurred. To communicate oneself on elements of one's everyday life with simple words and phrases. Use words like and/but/because to join basic phrases together.

Grammar and Vocabulary

Grammar and vocabulary modules are taught in the four areas of speech, listening, reading, and writing. When it comes to fundamental grammar and vocabulary, students at this level are capable of handling everyday circumstances, but they are prone to making basic errors.

Acculturation and Sociolinguistic Competency

A learner in the Acculturation and Socio-Linguistic System who has reached the upper levels has mastered the most popular idioms and routines for interacting with others. Use polite manners of greeting and address on a regular basis for short social interactions. To react to invitations, recommendations, excuses, and so on.

Level Three - Intermediate Basic Learning Objectives

Speaking, listening, reading, writing, and gathering knowledge and abilities may help Basic Intermediate (Level 3) English language learners graduate to High Intermediate (Level 4). (Gray, 2008).

Speaking

Interaction and growth of spoken language are examined in the Basic Intermediate speech unit (Level 3). During this course, students learn how to start, carry on, and end a discussion about a shared subject in a clear and concise manner. Even if the speaker is often difficult to understand, free speech allows for pauses and occasional false starts in order to maintain a discussion or dispute. To express and respond to emotions such as surprise, joy, sadness, curiosity, and indifference. In a conversation with friends, to express or receive personal opinions and viewpoints. To concur and to disagree. To ensure understanding, ask others to explain what they said. To have straightforward explanations of events/activities. Examples of thoughts, intentions, and actions should be included. To tell a storey, explain the plot of a book or film, and describe reactions. With some misstatements and intrusions from the first language, the pronunciation is easily understandable.

Listening

In the Intermediate Simple (Level 3) Students in the Listening Class learn to imitate clearly articulated speech with some repetition in daily conversation. In general, if the expression is clearly expressed in the regular dialect, follow the key points of the extended class discussion. Predict what will happen next after listening to a brief narrative. It's tough to absorb the major points of recorded information and movies on frequent themes when the delivery is sluggish and simplistic. Follow directions, instructions, and updates when delivery is slow and straightforward.

Reading

Students learn to consider predicted errors in the Basic Intermediate (Level 3) Reading Module. Determine the meaning of unknown words by referring to common themes. To recollect major events and their importance while understanding the storyline of a well-structured tale. To comprehend the main ideas in succinct writings about current and trending issues. Short texts should be scanned for the data and details needed (who, when, where). To explain a tale in a short list of bullet points.

Writing

Students learn to write brief, succinct writings about ordinary occurrences and experiences in the Basic Intermediate (Level 3) Writing Units. Produce understandable writing with increased punctuation on a regular basis. Making a concise, succinct summary of your ideas, feelings, responses, and day-to-day life, both past and current. To describe the storyline of a film or book. As required, summarise, educate, and remark on the specifics of normal and non-routine concerns for age peers.

Grammar and Vocabulary

Speech, listening, reading, and writing are all domains where grammar and vocabulary are taught. Intermediate-level students get enough vocabulary to discuss a wide range of personal interests. They improve their basic vocabulary control in familiar situations while making mistakes in new, complex situations.

Acculturation and Sociolinguistic Competency

A Basic Intermediate (Level 3) student learns in the Acculturation and Socio-linguistic Module to be aware of the traditions, behaviours, values, and beliefs of both American and native cultures, as required for age peers. To communicate information, requests, opinions, and attitudes in an understandable and acceptable manner.

Learning Objectives for Level Four - High Intermediate

You can get ready to move from the High Intermediate level (Level 4) to the Early Advanced level (Level 5) by speaking, listening, reading, writing, and putting things together (Jackson, 2002).

Speaking

Students investigate spoken contact and spoken development in the High Intermediate (Level 4) speech unit. Students learn to communicate fluently with native speakers; mistakes are made, but the message is clear. In everyday situations, communicate with fairness and integrity. Correcting errors if the listener is aware that they have been misunderstood to initiate a conversation and take his/her turn in a polite manner. To provide straightforward, in-depth explanations of the following logical or time series. To provide a detailed account of interactions, as well as to explain feelings and reactions. Make a case for your point of view and justify it (as necessary for age peers). To give a simple, prepared class presentation and fluently answer follow-up questions. Using connecting words (and / but / so / because, and so on).

Listening

Students learn to understand the key concepts of complex speech presented in standard English on common subjects in the High Intermediate (Level 4) Listening Class. Most of what has been said has been understood, but it may be difficult to engage effectively in discussions with a number of native speakers who do not change their language. Understand announcements on particular and abstract topics in the usual dialect and at a normal tempo. – Clarity is achieved by using a number of methods (main concept, contextual hints, etc.)

Reading

Students learn to understand the key concepts of complex speech presented in standard English on common subjects in the High Intermediate (Level 4) Listening Class. Most of what has been said has been understood, but it may be difficult to engage effectively in discussions with a number of native speakers who do not change their language. To understand announcements on particular and abstract topics in the usual dialect and at a normal tempo. A multitude of methods are used in order to produce clarity (main concept, contextual hints, etc.)

Writing

Writing straightforward, informative writings on a wide range of themes that are relevant to students' areas of interest is a major focus in the High Intermediate (Level 4) Writing Group. Write succinct accounts of real or imagined events and encounters that describe emotions and attitudes. Write a short, clear paragraph or article that builds a case on a relevant topic. Correct any errors that have contributed to apparent misunderstandings. Produce easily understandable writing in accordance with traditional written conventions. Spell and punctuate with reasonable accuracy, but there may be signs of intrusion from the first language.

Grammar and Vocabulary

People learn vocabulary and grammar units when they speak, listen, read, or write in all four areas of language. The High Intermediate student learns a lot of words about the most common things, but there are some gaps and hesitations. Word choice is mostly correct, even though there is some ambiguity that doesn't stop people from communicating. Has a wide range of vocabulary, but has trouble with idioms and slang. These people can use grammar the right way and use their first language to help them in everyday situations with good control. No matter how you use the words "article," "quantifier," "demonstrative," "person," "question," "possessive," or "preposition," you can do it.

Acculturation and Sociolinguistic Competency

At the High Intermediate (Level 3) level, students in the Acculturation and Sociolinguistics class become aware of and open to the traditions, behaviours, values, and beliefs of American society and its first language community. Participate in and participate to community conversations (with effort), develop connections with native speakers, and communicate well in a range of contexts.

Level 5 - Advanced Learning Goals

Fundamentals (Level 5) English language learners must acquire the information and skills required for the transition to intermediate level (Level 6) of speaking, listening, reading, writing, and accumulating (Trofimovich and Baker, 2007).

Speaking

Graduate students in advanced speech classes learn to speak smoothly and spontaneously, almost easily; to communicate in a spontaneous manner while maintaining strong grammatical control; and to maintain a degree of formality suitable to the situation. To keep up with native speakers' conversations and to use a variety of expressions to make a change to talk. Replace a word for a similar phrase without distracting the listener. Provide simple, thorough explanations and presentations on classroom topics. To provide a concise, in-depth summary of personal experiences. To build a case systematically, illustrating key points and relevant supporting facts (secondary only), so that statements can be made fluently. To correctly change the intonation and position the stress on the sentence.

Listening

During their time in the Listening Class, students develop their ability to understand spoken language in its most basic form, on familiar and unexpected issues, allowing them to more readily perceive complex experiences in group chats and dialogues. With relative ease, ignore much of the class lectures and discussions. being fluent in several languages; being aware of stylistic shifts.

Reading

Students increase their ability to read aloud in the Advanced (Level 5) Reading Module a natural, fluid, unhesitating flow, with adequate pauses to express meaning as they go through the text. Texts that are lengthy and complicated are likely to be met in social or academic life in order to get a complete comprehension, and the process of reading will be discussed orally in this course. finding significant aspects of grade-level writing in social and academic contexts Understanding what is going on through looking at meaning, grammar, and lexical signals. Use sub-themes and appropriate conclusions to summarise stories.

Writing

The Early Advanced (Level 5) Writing Unit focuses on academic writing and teaches students how to compose clear, informative, well-structured, and well-developed compositions. The unit is divided into three sections: introduction, body, and conclusion. Make sure to concentrate on the writing tasks that will help you improve your writing style and mechanics as well as your writing structure. Prepare a document with proper style, paragraphing, punctuation, and spelling. Points of view are presented by emphasising key concepts and supporting claims with detailed examples. Write a brief summary of information gleaned from various sources (report or research paper). Choose a style that is appropriate for the audience.

Grammar and Vocabulary

Vocabulary and grammar units are taught in each of the four domains of language instruction: speaking, listening, reading, and writing. An extensive variety of languages and phrases are studied by the Intermediate (Level 5) learner. Communicate effectively without making any significant grammatical blunders (may indicate occasional slight slips). Aside from small flaws in sentence construction, grammatical errors are quite uncommon, and punctuation correctness is a must for professional usage of documents, which includes the use of quantifiers, demonstratives, personal pronouns, queries, prepositions, auxiliary verbs, conjunctures, and particles.

Acculturation and Sociolinguistic Competency

The Acculturation and Socio-Linguistics Module for the Early Advanced (Level 5) student students learn to be aware of and responsive to the traditions, behaviours, values, and beliefs of both the American and First Language Cultures. For social purposes, they use language in a flexible and efficient manner that allows them to express themselves in a manner that is appropriate to the situation and the person involved.

5. Improving Your Speaking Ability

Four essential skills must be practised by the students. They're

a. Accuracy

Accuracy involves the capacity to communicate distinct concepts effectively by using proper language, vocabulary, and pronunciation. When it comes to accuracy, students exhibit their knowledge of and proficiency in using the appropriate vocabulary and grammar (including the past tense, the present tense, and so on), as well as articles (such as the) and prepositions (such as the, a, the) (in, on, from, and so on). This ability is especially vital for written university projects, such as essays and lab reports, since they need thorough research. Also important in the job, where an email or text including grammar or punctuation problems may be seen as disrespectful.

To increase your English consistency, you may read some English material on a regular basis, which, apart from attending courses, can be accomplished in a fairly easy manner. The act of reading, whether it is a novel, a nonfiction book, a newspaper, or a magazine, is a simple yet efficient method of learning the complexity of English syntax and punctuation.

b. Fluency

Fluency is the ability to maintain a natural speech pace that avoids communication problems such as delay. The ability to read "as you speak" is referred to as fluency. "Reading fluency is made up of at least three main elements: accurate reading of linked text at a conversational pace with sufficient prosody or speech," Pullen, Pullen, Hudson, Lane, and other people write. Many people who aren't very good at reading make a lot of mistakes, read slowly, or don't speed up enough when they read.

c. Pronunciation

The correct pronunciation, according to James (2010), can be understood on the basis of the following basic levels. People at level 1 do not understand what the speaker is saying. When writing English words, the speaker makes the incorrect sounds, and when making English phrases, the speaker makes the incorrect prosodic features. According to Hinofotis and Bailey, there is a beginning norm of pronunciation that should be followed (1980, as cited in Celce Murcia & Goodwin, 1991). The ability to communicate when a speaker's pronunciation falls below that level is dependent on the speaker's ability to pay attention to the speaker's grammar and vocabulary knowledge.

When a speaker is at level 2, what he or she says may be clear to others, but the speaker's pronunciation is incorrect because he or she has a noticeable and strong accent. It has been shown by Morley (1994) that when a speaker's pronunciation is excessively accented, it may have an adverse effect on the speaker's understanding. People understand the speaker at level 3, and it is appropriate to listen to the English speaker. Scovel (1988) coined the term relaxed intelligibility to describe what should be the goal of English pronunciation. Pronunciation guidance is critical in oral communication, according to Hismanoglu (2006). It is also an important component of communicative competence. While the task of English pronunciation is important in English, many teachers do not give it enough attention. Several studies have revealed difficulties with pronunciation instruction.

d. Applicability

Applicability necessitates the ability to use a formal or informal language in an acceptable situation.

e. Consistency

Coherence necessitates the ability to generate related spoken words, such as the use of ellipses, substitutions, pronouns, or conjunctures.

6. Conclusion

Overall, it is critical that the four basic language learning skills of Listening, Speaking, Reading, and Writing play an important role in the language learning process. With particular reference to the Speaking Skills in the English Language - A study on the fact that, as a second language, English mastery plays a significant role in a student's psychology in being proficient in the spoken form of the language. It is natural for the influence of the mother tongue to pose a threat to overall fluency and vocabulary use. As a result, there is a need to concentrate on the Accuracy, Fluency, Pronunciation, Appropriateness, and Coherence of English learner.

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