

## NEED OF EVALUATION IN ENGLISH SPEAKING SKILL AT QUETTA BALOCHISTAN

**Madiha S Zafar,**

*M.Phil Scholar, Institute of English Linguistics and Literature, University of  
Balochistan, Quetta*

**Dr. Naseem Achakzia**

*Professor, Institute of English Linguistics and Literature, University of  
Balochistan, Quetta*

**Dr. Faria Saeed Khan**

*Professor, Institute of English Linguistics and Literature, University of  
Balochistan, Quetta*

### **Abstract:**

*The current research article tries to focus on the significance of evaluation in English language speaking used, taught, and particularly practiced in Quetta city, Balochistan, Pakistan. Key concern of English language teaching for instructors has been evaluated for the progress of English Language and during the adaption of their courses content in study to produce matchless environment in EFL classroom. This research task also evaluates the demerits of the traditional means of teaching that totally focus on grammar rule which is not enough for the advancement of speaking skills in our main current. English is an international language and highly useful for the communication purpose all over the world. In our educational system we only focus on the written part which involves lengthy bored courses and still has no support of evaluation from decades at speaking skills portion. This paper has descriptive approach, consisting of the selected theme from the current study. Evaluations are highly associated with qualitative verdicts that are used to advance learners' acquaintance with learning. A data collected evaluation of the attempted research also gives instructors beneficial evidence about in what manner to progress their teaching approaches.*

**Key Words:** Evaluation, expertise and advancement, evolution of Speaking Skills in Pakistani prospect.

**Introduction:**

Mueen (1992) appealed, "Inauspiciously the trainers in EFL classroom, stress writing more than any other skill. It all ways found that students are always busy in writing, there isn't any practiced found especially regarding to speaking skill found in EFL classroom. Moreover, the examination system in Pakistan does not demand evaluation in listening and speaking. So these two skills are not considered important. Mueen (1992) also claimed that the two skills that is listening and speaking are badly ignored in Pakistan and another reason is that teachers themselves are not proficient in above mention skills, may be they themselves have been through the same lacking structure". It is a time to take step against this lacking skills especially here in Quetta, Balochistan Pakistan So for that strategies and techniques, should be introduced to the instructors can upturn their learners' motivation in speaking skills.

Evaluation is important to introduce the new and innovative ways to overcome the shortcomings in speaking skills taught and practiced in Quetta city. Evaluation techniques specially focused on practicing the Language skill should be designed which can assist language instructors to create a dynamic EFL classroom situation. Shamim (2011) English as a 'world language' is a driving force for the coming generations and desire to learn English in Pakistan, particularly in Balochistan where multilingual language are spoken by the people. "It should be noted that the existing proficiency level in English of school and university graduates does not match this popular demand for English in Pakistan". These are not neglected problems and few more problems are also highlighted via a current research like lengthy-bore courses without giving stress upon speaking skills. A confused state of language a kind of mixture of American and British accent is also a vital issue that there isn't any proper source or authentic communicative modal for the learners and no one even tries for the advancement of speaking skill form decade to decade within Pakistan and in Balochistan province.

This study stimulates evaluation of speaking skills which help EFL teachers in making EFL learner proficient in English language speaking. Basically, we can't refute the importance of contemporary means of education and creative learning environment, accommodating of scientific processes and concepts, theoretic structure. English Language speaking is one of the vital concerns of the educational scheme of current era. Recent

study will contribute rich emblem to English language speaking. To advance speaking skills and instructional material in EFL classrooms there is the need of evaluation which helps a lot especially when it is presented in particular frame of scientific approach. According to Thompson and Strickland (2001) “each strategy is grounded in its own set of crucial achievement features and critical task. The only ironclad imperious is to design the inner organizational structure around the key triumph factors & critical tasks innate in the multinationals’ strategy.” Here if we need to give boost to English language speaking it is better to use Audio Lingual Method which works efficiently to encourage teachers and learner and provides enhancement to systematic attention and to encourage speaking skills. Speaking skill within the setting of audio lingual method the responses we find are stimulation and AV aids are quite valuable for contextualization in creating improved listening and speaking skills of pupils. Rearranging teaching models from teaching English literature to the teaching of proficient and communicative language benefits teachers create their students proficient in English language speaking. The improvement of these golden instructions becomes affluent by collaborating the theory of behaviorist psychology which structures these directions into productive mode.

### **Discussion:**

The present study employed qualitative method research in which the researcher conducted a semi-structured interview among ten female and two male teachers. The interviews transcribed first and then themes were developed with their sub-themes by using thematic analysis in which the qualitative data were quantized. Boyatzis (1998), Thematic analysis can be employed to transform qualitative data into a quantitative form, and subject them statistical analysis.

This article is being directed for the purpose and instructive part of listening activities in the development of speaking skill. Deprived of learning English language particularly oral skills, the failure is predictable. Need of shift in teaching reviewing curriculums and the text books are important. Modification in teaching paradigms specially focusing on speaking skills, and for that purpose we needs evaluation. Though certain steps have been taken for the reinforcement of the syllabus yet they are inadequate in this anarchic and unplanned situation. Our syllabus need evaluation which is ignored particularly based on oral language, our teachers are following the old traditional systems which are really un-authentic and all this is ineffective actions of our instructions in Language teaching classes in Quetta. Teachers must be unacquainted on the part of listening especially in the development of speaking skills. This article may help to change the practical parts of the

teachers and may bring some innovative changes in the development and may make us cognizant on the importance of listening activities and listening skills in the development of speaking ability. Why have verbal abilities been negated? Why we shouldn't improve speaking skill? Why isn't there any evaluation on speaking skills? These kinds of questions will be answered in this research article. This may bring a modification in the atmosphere of EFL classrooms and make it more thought-provoking and advanced. At the same time, it will decrease the parasite of the EFL classroom. This may grow a kind of passion among the learners which is ignored and yet not evaluated and give significant benefit in learning the English language speaking fluently. It will also be useful for the teachers at the same time to stress upon speaking skills to moderate at the competently modern level.

The finding obtained from the data analysis of first research question it divulges.

**Table.1**

**Evaluation**

Theme themes	sub-	Frequency	Percentage
<b>Evaluation</b>		11	4.95%
<b>courses</b>	<b>Lengthy</b>	8	0.88%
	<b>Remove dilemma in accents</b>	2	0.22%
	<b>Evaluated communicative</b>	1	0.11%
<b>model</b>			
	<b>Total</b>	11	100%

Tabulating the data in table 1 it is originated that evaluation is the leading theme that can be checked as 11(4.95%) in which lengthy courses is the most frequent theme found in this table 8(3.6%) times.

*T: B we are focusing to complete the syllabus and we didn't get chance to focus on any other skills.*

*T: C important to include in syllabus or it should be capture it should be evaluated*

Looking further in to this table we find the second frequent theme and that is check-n-balance which derives 2 (0.9%) times two of the respondents reported that we are provided with few facilities but there is no check and balance on these facilities.

*T: G Old version computer where avail there, net was not working plus they do not properly working plus we do not have that proper sound system.*

*T: K There is some teaching aids present in our college, but they under lock and key.*

Outdated models is found as the least frequent sub theme which obtained 01(0.45%) time frequently in this table in which one of the respondent's shared that that the model presented to the student are out dated. They need to evaluate these models.

*T: D Content provided to the students are not according to their mental level sometimes it is higher than their mental level some time it lower.*

Evaluation is a verdict as a chief theme for the improvement of speaking skills in our educational ethos. Evaluation gives us knowledge upon the deficiencies and where the changes are needed in our educational system the evaluation is badly lacking in our educational culture particular in speaking skills. It is a need to eliminate the lengthy bored courses which we are learning from many years. There isn't any particular change found in our old courses, neither in contents nor in any strategy based on speaking skills to get free of these bore courses which are only based on a literary portion at the college level especially. If we cannot stress or probe via evaluation on these complications we can never transform our educational culture. And if we are following these lengthy courses then we never get chance to stress upon the verbal ability which is truly important for our coming generation. 0.22% of populace. It is required to remove the dilemma which means that our teachers think they are unseeingly following the mixture of both Britain and America English which is a sort of obstacle in being proficient in English language speaking. When the EFL learners listen to both accents (Britian and American) they also emulate the same mixture which is truly destructive to being proficient in speaking skills. When they move out of the country for advanced education and when they speak in the same tone it will not be appreciated by the other people. Evaluation is the solitary way to highpoint that where is the space and how it will be filled as an achievement. Some of the members giving the clarification of this matter that there is a demand to teach both the accents distinctly because teaching them, these accent distinctly is more advantageous for the students to cultivate more clear language if they use both the accents separately. However in another sub-theme populace reported that they need evaluated communicative models that can be defined in dual ways firstly that teachers are sort of models in EFL classroom if their own accent is bit ambiguous then how can learners get fluency in their verbal ability, and on the other hand the course recommended for the pupils sometimes is not equivalent to their cerebral some time it is advanced than the students mental level and

sometimes it is of lower. Due to which learners some time cannot understand that advanced level of language and it is the main issue found in Urdu medium scholars and if it is inferior the level of students they become bored and try to skip the class or they do not obtain attention in taking English classes. So to overwhelm these complications we surely need evaluations.

**Importance of listening in English language speaking:**

Tinsley (2013), everyone can gain benefits from learning language – cultural enrichment, and the ability to communicate and interact confidently with people out-side ones' in own community. Underwood (1989), Listening considered as a creating sense of verbal language, normally ushered by other sounds and visual inputs, with the help of appropriate preceding knowledge and the context in which we are listening. Brown (2002), Though, rather than thinking of listening as a single process, it is more perfect to consider it as a bundle connected process recognition of the sounds uttered by the speaker, perception of intonation patterns presenting information focus, interpretation of the relevance of what is being said to the current topic and so on (Brown,2002). Moreover the same thing applies on our learner to be proficient in English language speaking. And for that reason evaluation is important.

Brown (2002), Currently, we distinguish that listening is an 'active' procedure, and that good listeners are just as active when listening as speakers, However a current research showed that listening is an interactive process. The correct acceptance of listening directly impacts our notions of correctness; it involves the understanding of the intrinsic variation in listeners' accepting of what they receive though the particular voice (Pigada and Schmitt, 2006).

**Need to Include for Usher Environment:**

To create an usher environment audio-lingual approach is important to include in course content. The main focus of audio lingual method is listening and speaking before reading and writing. The audio-lingual method, directed by values of behaviorist psychology and structural linguistics, adopted more controlled actions and techniques created principally on systematic pattern-drilling (Chamot, kupper, and O'Malley, 1989). The language laboratory considered as an ultramodern technology in EFL teaching different words, sentences generated instinctively output and frames the particular language with the help of drilling and produced correct grammatical structures (Chrisman, 1999). Audio lingual method appeared as a perfect aid in the production of accurate pronunciation, not least because it noticeable observe learners to good native-speaker models, thus canceling out what was perceived as a major limitation of the non-native speaker instructor. Audio lingual preferably suited method to produced native like

speaker and it also allow learner to speaking in flexible manner (Underwood, 1989). Murphy (1985) Coping with the sounds, Understanding intonation and stress, Predicting, Understanding spoken vocabulary, Understanding dissimilar accents, and by means of visual and ecological clues. This brings the listener to the thought that, while preparation drills, listening tools, task and visual resources should be taken into consideration. The teacher should produce a suitable discourse while using recordings for their learners when operating audio lingual method. A preset purpose, constant learner reply, motivation and feedback should be the things considered while preparing the tasks regarding to audio lingual.

### **Conclusion:**

Current study anticipated to explore parasites of traditional English language teaching at college and a teacher's level of teaching English regarding the use of audio lingual method and the need of evaluation in speaking skills are researched because they are teaching literary portion teaching in the course content only. The participants were solely requested to share their skills as being a teacher. The addition of audio lingual method and the need of evaluation in verbal activities were traced out. If we evaluate course-contents with the help of teachers then it will help the teaching staff to create an usher environment for internationally demanded English Language speaking skills in Balochi context.

The participants' views on the evaluation particularly in speaking skills advised to include audio lingual method to motivate the students in making them proficient in English language speaking especially in Balochi context to upraise the level of modernism in world competent level, it will advance the confidence, improvement in instructive process, contribution in memorizing, controlling their nervousness, getting improved in contribution, make stress-free environment and establish teacher-student interaction, and flexibility occurred in a lively environment (Deiter, 2000; Kosiczky & Mullen, 2013; Senior, 2001). Thus, it might be possible that by incorporating the evaluation in speaking skill, will not only help to learn English it will also help and create the usher environment to learn Balochi language too. The English language instructors may create instruction more operational as a replacement instead of relying on the outmoded teaching in EFL classroom in, Balochistan, Pakistan.

### **Quick View of Future:**

According to scientifically constructed conceptions:

Reflect on their listening complications in understanding and on strategies they could use to overcome those difficulties.

Teachers should realize the learning values to derivative from a specific form of study advance criteria of learning though the evaluation.

Present online tools and elucidate how to use those authentic tools.

Monitor learners' enactment on tasks to realize that anticipated results, according to activity criteria, are being attained according to theory or values-based conceptions, and teachers who have gone through in that particular evolution.

Acclimate listening resources to encounter the EFL students and to make listening material more specific.

Teacher should realize evaluated theories intelligibly and values on which a specific set of performance is based with authentic curricula, resources and tasks based-activities on speaking skills and make it easier and proficient.

### **Bibliography**

Ary, D., Jacobs, L. CH., & Razavieh, A. (1996). Introduction to research in education (5th ed.). New York: Harcourt Brace College Publishers.

Boyatzis RE (1998) Transforming Qualitative Information. Sage: Cleveland.  
Brown, J.E. (2002). Audiobooks in the classroom: bridging between language arts and Social Studies. *The Alan Review*, 29(3), 58-5.

Chrisman, R. (1999). Testing speaking. <http://teflchina.org>, 30 April.

Chamot, A.U., & Kupper. L. (1989): Learning strategies in foreign language instruction. *Foreign Language Annals*, 22, 13-24.

Deiter, R. (2000). The use of humor as a teaching tool in the college classroom. *NACTA journal*, 44(2), 20-27.

. Goh, M. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28, 55-75.

Hancock, B. (2002). Trent focus group: An introduction to qualitative research. Nottingham: University of Nottingham.

Kosiczky, B., & Mullen, C. A. (2013). Humor in High School and the Role of Teacher Leaders in School Public Relations. *Journal of School Public Relations*, 34(1), 6-39.

Lynch, T. 1998. Theoretical perspectives on listening. *Annual review of Applied Linguistics*, 18, 3-191.

Mendelsohn, D. J. (1994). Learning to listen: A strategy-based approach for the second language learner. San Diego: Dominie Press.

Murphy, P.E. (1985) Tourism: A community approach. New York and London: Methuen.

Mueen, A. (1992). English language teaching in Pakistan. *Islamabad: National Book Foundation*.

Murat, M. 2000. Language learning strategies in foreign language learning and teaching. *TESL Journal*. Vol. 8. Naiman, N, M Frohlich, H Stern, & A Todesco (1978). The good language learner. Research in Education Series No 7. Toronto: The Ontario Institute for Studies in Education.

Nunan, D. (1998). Approaches to Teaching Listening in the Language Classroom. Paper presented at the Korea TESOL Conference, Seoul.

[33] O'Malley, J. M. & Chamot, A. U. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics*, 10(4): 418-437.

O'Malley, J. M. & Chamot, A. U. (2001). *Learning Strategies in Second Language Acquisition*. Shanghai: Shanghai Foreign Language Education Press.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L., & Russo, R. P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning*, 35, 21-46.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.

Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: A case study. *Reading in a Foreign Language*, 18, 1-28.

Senior, R. (2001). The role of humor in the development and maintenance of class cohesion. *Prospect*, 16(2), 45-54.

Sarıçoban, A. 1999. The teaching of listening. *The Internet TESL Journal* 5 (12). <http://iteslj.org/Articles/Saricoban-Listening.htm>

Schmitt, N. (2008). Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329-363.

Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges, and possible solutions. *Dreams and Realities: Developing Countries and the English Language*, 291-310

Tinsley, T. (2013) *Languages: the state of the nation*. Demand and supply of language skills in the UK. London: British Academy. [Online: [http://www.britac.ac.uk/policy/State\\_of\\_the\\_Nation\\_2013.cfm](http://www.britac.ac.uk/policy/State_of_the_Nation_2013.cfm)].

Thompson, A. A., & Strickland, A. J. (2001). *Strategic Management: Concepts and Cases*. McGraw-Hill/Irwin.

Underwood, M. 1989. *Teaching Listening*. Harlow: Longman.

Ur, P. 1984, 1994. *Teaching Listening Comprehension*. Cambridge University Press.

Vygotsky, L. (1986) *Thought and language*. Cambridge, MA: MIT Press