

SPEAKING SKILLS INCORPORATED IN EFL CURRICULUM

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Abstract

Along the history of teaching and learning foreign languages in Albania, speaking has always been considered as one of the most essential skills to be mastered. Communication is a focal point in every field of life. When it is effective, it can enhance efficiency during its use. On the other hand, the improper use can lead to disastrous consequences. Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language". So, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be. Communication is effective if each step is completed properly and it can break down if any step is incomplete or blocked by barriers to effective communication. To avoid miscommunication or not to communicate at all one needs to learn to speak first. Many students are not able to communicate due to lack of developed speaking skill. This paper focuses on the strategies of teaching speaking skills in context to role play and communicative tasks. Every step will be viewed on terms related to the importance of the speaking skill given by the ELT curriculum. This paper describes an investigation that was conducted on the students of the High Schools of Elbasan.

Keywords: *Speaking skill, communication, EFL curriculum, High School, role play, communicative tasks.*