

HOW DO SECOND LANGUAGE LEARNERS LEARN TO PERFORM VERBAL COMMUNICATION?

J.M.P.V.K. Jayasundara

*Faculty of Management, Uva Wellassa University of Sri Lanka, Badulla, Sri Lanka
jayasundarajmpvk@gmail.com*

A language attracts people because of the wealth of literature and knowledge enshrined in it and, being the *lingua franca*, it is English which obtains more power and attraction in the globe today because it is. Concerning Sri Lankan context, even though students learn English for very many years, they encounter difficulties in verbal communication as they lack the required level of fluency in speaking. Hence, the issues arisen are, whether L2 learners are conversant with speaking strategies and how often learners use them? In order to ascertain answers, the current research intends to explore the speaking strategies used by L2 learners in order to facilitate the verbal communication in English especial focus on undergraduates in Sri Lanka. Accordingly, a questionnaire was employed including eighteen listed speaking strategies contemplating the frequency (often, occasionally, rarely and never) of using them by the learners. Further, Uva Wellassa University has been selected as the research location where the data were collected from 44 third year students utilizing the simple random sampling method. Moreover, the statistical software, 'Minitab 15' has been used for analytical purpose. According to the results revealed through the analysis, in general L2 learners are not very much familiar with various strategies that they can use to improve their oral skill and most of L2 learners never ensure or rate that how well they did after their oral performances. However, most often students use two speaking strategies as, they increase their confidence level by encouraging themselves and further, before speaking they think of what they know about the topic. Conversely, the strategies such as, imagination or drawing a picture or situation to talk about to help guide them when speaking and using real objects or acting out the situation to illustrate and put into context what is talked about are implemented rarely while learning. Thus, the research highlights the significant aspects of using speaking strategies by L2 learners and results guide to pay more attention on teaching speaking in Sri Lankan context while making L2 learners better equipped with enhancing the oral skill by using various strategies in the process of language teaching and learning. Moreover, the study will suggest some remedial measures and new ways of teaching speaking for primary, secondary and tertiary level students in Sri Lankan education arena. Furthermore, the findings assist syllabus designers and curriculum developers providing benefits for future researches to be conducted pursuing this line of the research.