

# The Basic Principles of Speaking Techniques: A Study based on the Types of Performances in a Classroom

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*Abstract--- Language has its own set of rules for speaking and writing in a proper way. Speaking in a person's native language well and accurate is a challenging task, but acquiring the speaking skill in a second language requires more effort, commitment and practice. Speaking a second language is an important skill for every modern student. Classroom is a learning place or environment where the learning process takes place. Classroom teaching refers to the wide variety of skills and techniques that the teacher used to keep the students into organized, orderly, focused and attentive person on task and develop the speaking ability to them. A teacher is one who interacts with students and the role model of them. Teacher is a person who supports the students when they need help. The teacher acts the roles of a resource person, an instructor, mentor, helping hand to the students and finally a learner forever. The learners clearly feel that classroom based speaking practice prepared them for the real world and the teacher is the guide to achieve that goal. Spoken language is both interactional and transactional. When teaching the spoken language is based on the performances in a classroom, the main focus on teaching longer transactional turns into interactional outcome. Making the learners to be the master of spoken language, the teacher follows certain principles and strategies. The basic truth or proposition that serves as the foundation for a system of belief or behavior is known as principle. The act or process of taking an action or work in a successful way is known as performance. This paper mainly deals with the basic principles for designing the classroom speaking techniques and the types of classroom speaking performances of the students by their teachers.*

*Keywords--- Speaking Skill, Classroom Teaching, Principles, Strategies, Techniques, Speaking Performance.*

## I. INTRODUCTION

Language has its own unique way of organizing its units into an internal structure. It means that each language has its own way of combining its distinctive sounds or phonemes into words and of arranging its words into phrases and sentences. Each unit-phoneme, word construction has its own privilege of occurrence peculiar to the language. Language is a set of sounds. These sounds are vocal. These vocal sounds are produced by the human organs of speech like lips, tongue, larynx, etc. These sounds of any language employ to carry its message. Human beings are capable of making hundreds of varieties of sounds but only a few of these are distinctive or relevant. A learner cannot learn a language without having strong foundation. The four foundational skills of language learning are reading, writing speaking and listening. The learner will become a wellrounded speaker of a language with the construction of these four foundations of language learning. These four

skills work in pairs. When a person reads something listening goes along with it. This is consumption of a language. When a person writes or speaks something is called production of a language. Speaking is a skill of doom. It is a difficult task for the learners who speak the new language. Speaking a language for the first time to a native speaker is a heavy task. Speaking is the most valuable thing to enhance the language skills.

A teacher plays a crucial role in a student's life. In a classroom, the teacher plays the role of a parent. Students can get the care and education from a teacher in a classroom. Teachers may create the warm environment in a classroom to the students by means of attitude. Teacher acts as a mentor, role model to nurture the students and they listen to them for the signs of troubles. The most common role of a teacher in a classroom is to teach the knowledge to the students. The teacher in a classroom needs certain amount of creativity and motivate the students to produce a language. Students need intensive and continuous practice to achieve the speaking goal. Proficiency in a language is the central focus in the classroom. Speaking well in a language is to understand the proficiency of that language. The learner may speak a language fluently which is the outcome of the effort made by the teacher in a classroom, because it is the place of developing the speaking ability of the learner and the teacher is the resource person. The teacher follows certain principles and strategies to develop the speaking power of the students.

## II. PRINCIPLES FOR DESIGNING SPEAKING TECHNIQUES

- Techniques that should cover the learner's needs from language based focus on accuracy to message, interaction, meaning and fluency.

Active participation in drills does not make the students passive and boring. The drills are meaningful and active. It is based on group activity. The teacher gives the opportunity to the learners and to prompt or facilitate the discussion. Through the drills, the students can perceive the language and to know the use of language. The teacher guides and leads the activity and makes them get a conclusion in the topic which is discussed. The teacher gives more importance to the accuracy of the language, the interaction must be meaningful. The learning environment in the classroom has to be democratic. The activities in the classroom are interactive and student centered.

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The teacher facilitates a process of learning in which the students are encouraged to be answerable and autonomous speakers. Students individually perform an experiment and discuss it later in the classroom about the results and outcome of the research or experiment. Fieldtrips allow the learners to put the concepts and ideas discussed in the classroom about the real world experience. The teacher performs the roles of a supporter, coach, model and even a learner.

- Provide motivation techniques

The activities based on this principle try to demand the students to decisive goals and interests to their need for knowledge for gaining proficiency and sovereignty. Activities help the students to improve the speaking ability in future time. The teacher makes the students understand the value of input and ideas. Student interaction and sharing enhances instructional time and prepares students to function more effectively as a body of learners. These are the activities to motivate and improve the intelligence of the students where the role of the teacher is crucial. The teacher provides various motivating techniques and allows them to active interacting and engaged in speaking and allows them for creativity and variety thinking. The extrinsic and intrinsic combination rewards by the teachers increases the students' focus and time on task behavior. The teacher may use these rewards separately to motivate the students. When the teacher combines these two types of rewards, the result is much greater and effective. A merge of extol and encouragement is valuable in building self reliance.

- Encourage the use of language in a meaningful context

This principle helps the students in a meaningful interaction. This should encourage the use of reliable language in a meaningful context. Drills can be planned to provide the scene of accuracy. Specific directions make powerful to the students. When students know exactly what they must do to complete the task, they will approach their work with self-confidence and concentration. Giving good and correct directions to the use of language is an art form and uses that in uncomplicated, concise and in a sensible manner. Learning a language in a meaningful context and all learning has a purpose. Teachers and students may work together to institute long term goals, so that the work is appropriate to students' lives and driven by a purpose. Students need the skills and knowledge necessary to complete the purpose and achieve the goals. The teacher can help the students to gain short term goals to develop the competencies they need to be successful. The teacher involves the students in collaborative activities. When the students work together both encouragement and achievement are interrelated.

- Provide suitable feedback and correction

Teachers are the only source for getting useful feedback in a classroom. They have made correction in their speaking. It is very important for the learners to get corrective feedback from inside and outside the classroom. Feedback is the information received from the teachers based on the performances of the students in the classroom. It is the self corrective action and helps to improve the achievement. The purpose of giving feedback in the classroom is to improve learner performance; it provides constructive advice and

guidance to learners in their efforts to raise the performance level. Correction is also a form of feedback given to learners on their use of the language. Teachers are ready to correct the errors and the defect of over correction is that students will lose motivation and it destroys flow of the classroom activity.

- Stress on the natural link between speaking and listening

There are many interactive techniques involved in speaking skill and listening skill. Students never lose the chances to join these two skills together. There is no speaking without listening. Naturally, these two are interlinked and interconnected. Listening and speaking are the most neglected skills in the English learning classrooms. The main aim of the teachers is to turn out students who can both speak and listen in the target language very well, but the real product does not meet its end. Teachers give more importance to the ability to understand when others speak and able to exhibit relevant answer based on question. Listening is a receptive language skill which the learners normally find as the most difficult task. It needs attention and confidence. The intensive listening helps the learners to understand more on the accents to be used and the correct pronunciation of words. The level of language input is higher than the level of language production. Teachers may give the tasks like elocution and recitation to master the sounds, rhythms and intonation of the English language by means of simple reproduction.

- Provide opportunities to initiate oral communication

The teacher initiation of language is the key factor to develop a good classroom interaction. The teacher must provide suitable opportunities to students to develop the speaking skill. Students are not passive listeners but they are the active speakers in the classroom. The main aim of the teacher is to make the students able to meaningfully communicate with others. It is the most important skill for social and educational success. Learners may use this skill throughout the day to day activities. The teacher may ask questions, rephrase the answers given by the students and give prompts that encourage oral conversation to continue. The teacher may develop the complete oral syntax in informal speech inside the classroom. They remind them that clear and audible speech is important for catching the attention of the listening group. The teacher may provide proper opportunities like questions and answers, debates, seminars, group discussions, thought of the day, each day each word, newspaper reading, etc. The students maintain a proper eye contact with others and keep a decent posture in front of others while speaking.

- Encourage the development of speaking strategies

Classroom is the only place where the students are aware of their speaking activities. The teacher use certain speaking strategies like asking for clarification, asking to repeat, using fillers, getting attention and using conversational maintenance cues, etc. The teacher has to build better speakers and writers of tomorrow by challenging the



students to think critically, listen actively and workout together. The teacher may use simple strategies that help to develop the speaking attitudes like body language, eye contact, summarizing, paraphrasing and responding. These fundamental attitudes of conversation or speaking can be developed by watching movies or videos. Another strategy to improve the pronunciation is hearing or listening along with audio books. The teacher can offer group presentations and assignments to improve the vocabulary of the speaker which is helpful in language fluency. The teacher may use tasks and activities that foster critical thinking of the learners and to offer reflective learning opportunities. At last, the teacher can provide the suitable learning environment to the students.

### III. TEACHING STRATEGIES IN A CLASSROOM

There are many teaching strategies used by the teacher in a classroom. They are suitable for large group of students, small group of students and for an individual. The strategies that are suitable to large group of students are lecture, demonstration, discussion or debate, question and answer and finally through videos. These are suitable and useful when the basic purpose is to disseminate the information and the materials are not available elsewhere. The materials must be presented and organized in a particular way for a specific group. It is necessary to arise in the subject. The materials need to be remembered for a short time. It is necessary to provide an introduction to an area or direction for learning tasks to be pursued through some other teaching strategy. Strategies appropriate to small group of students are also important and these classrooms have the controlled environment. There are many strategies suitable for small groups like Seminar, Quiz, Role play and Workshop.

#### *Lecture*

A lecture involves the teacher talking to the students about the subject. There is a limited chance of two way communication. The word 'lecture' comes from the latin word letcare means to read aloud. It is the ancient method of teaching based on the philosophy of idealism. It is used either in a classroom or workshop to pass information and the knowledge through oral presentation. The ultimate goal of this method is the presentation of the content. There are many advantages in this method. A teacher can reach a large number of students and convey a large amount of material in a short time. Teacher has the complete control in the classroom. It is economical and saves time to cover the syllabus. This method has disadvantages also. There is a little opportunity to question the teacher. There is no feedback regarding the effectiveness of learning. This method needs a large, comfortable and a purpose built room. The teacher is an expert in communication process. The maximum number of the students could be of putting to the teacher and the students remain passive. The teacher uses little amount of teaching skills. Teachers may ask questions to make the students to be active and attentive. Students can develop the speaking ability by following the methods of the teacher and the aids used by the teacher. This method is effective when this method has an interactive session among the teachers and the students.

#### *Demonstration*

Practical skill is always associated with demonstration technique. This skill gives the introduction, its points and importance. It is used in the practical situation to introduce the new skill to a group of students to rectify the faults with individual. When this skill is performed well, it can be highly motivating better than verbal presentation. Theory and practice can be linked. The demonstration speed can be varied depending upon the situation. The main focus of this method is on content and educational materials. Students are the centre point. Teacher is the source of knowledge and the learners completely depend on them. Students usually enjoy actively doing things. This method allows the students to ask questions. It can stress the key points and repeat the important ideas. Videos are available for this method to be effective. This method is the combination of audio visual method. These are some of the advantages of this method. The understanding of complex skills and principles are improved by means of this strategy. Students can pay attention and gain knowledge. It motivates the students to study and get the first hand experience in the topic. There are some disadvantages in this method. Students are not allowed to ask questions during demonstration time. This is a limited strategy because it can be taught in particular teaching situation. Teachers must be efficient in this method. They provide proper situation to encourage students to listen. It is also better to discuss the presentation or skills afterwards for a better understanding of the concept.

#### *Discussion*

There is a mutual concern among the students while discussing a topic in the classroom. The teacher plays a crucial role in the discussion. Discussion engages the students with questions and dialogues. It is used to solve problems or to explore issues and take decisions. It explores the attitudes of the students. Discussions can be used following a video or lecture in order to reinforce learning. It is useful for changing attitudes. It involves the students and quiet members of a group to emerge as leaders and creative talents. The students need a summary, broaden their thoughts and encourage them in deep learning. While discussing a topic, there is a true meeting of the minds. These are some of the advantages of discussion method. There are some disadvantages also. Students and teachers need to develop discussion skills.

It is a risky and noisy task and may take a long time and difficult to keep the point. It can degenerate into an informal chat. Students come to class room in a well prepared manner in this method.

The teacher compels the students to think their arguments in advance and to answer the questions asked by the opposite group members and counter arguments. This method sharpens the power of reason, analysis of thoughts and articulation of words. It provides the fundamental skills necessary for success in any field.

### *Debate*

Debate is very familiar to a discussion but it tends to have more rules regarding procedure. It is helpful to enhance communication skills in the presentation of an argument. It has a clear structure and an element of completion. Students can take the leading role and actively participate in it. It increases the team work among the students. A reasoned debate allows students to explore and gain understanding of alternative viewpoints and for the participants to develop communication, critical thinking and argumentation skills. The teacher may provide reasonable topics to the students. Teacher is the passive listener and the debate can arrive at the conclusion. It is the duty of the teacher to see the discussion does not become personal and the participants remain focused and composed and a set of ground rules useful to reduce the possibility and impact of the problems. Preparation of debate takes a lot of time and the students may find the rules and procedures difficult to understand. Debate is the most influential medium to convey a message to the audience.

### *Question and Answer*

This strategy is useful for the students to promote their thinking and understanding. It will assess the learning level of the students. The teacher gets all the students involved in the activity and improved their concentration. It stimulates them to mingle in this process. The teachers can get immediate feedback on quality of teaching. It needs a careful planning and quick response. It is a learning activity to stimulate the mental ability of the students. Teachers have to observe the students and identify the drawbacks of the students. Students can compete with the peers. Teachers may have the difficulty to control the students.

### *Video*

Video is a teaching strategy as a means of providing realism and variety in a classroom. It is helpful for the students to visualize the events and also a permanent record. Video is an attractive medium to present direct instructions to the students. It is a powerful source to be created with an eye for strong pedagogical choices in order to be more effective. They may disrupt the classroom activities and may cause technical issues. It is an easy option and a supportive tool for the teachers. Video as an effective instructor or direct lecture is a less active experience comparing with other strategies. If the lesson in the video is not well designed, the complete action will be useless and the video will not help the students. The components involved in the learning experience by means of video is the most visible and intensive use of resources. It is an easy and impactful process of learning in a classroom.

### *Team Teaching*

Team teaching refers to two or more teachers co-operating in the planning, presentation, assessment and evaluation of a course. It is applicable for a class having more number of students. It reduces preparation time for each teacher. Curriculum development is enhanced and team work results better outcome. There is a communication gap between the teachers and the students and variation occurs in teaching quality. There is a need of large

classrooms. Teachers learn about teaching and improve teaching skills to step out of comfort zone. It avoids lonely, repetitive and fragmented teaching and gains a new insight to learning. It is helpful to the students to improve analytical abilities and construct curricular coherence. It also helps to develop student learning outcome and mutual understanding between the teacher and the student in a classroom. Individual autonomy is lost in this type of teaching strategy.

### *Seminar*

Seminar is a teaching strategy used for students in a small group. It is used to explore specified topics and leads to discussion. Students know what is to be discussed by having the opportunity to participate. Ideal and specialized topics are discussed and the whole responsibility is given to the students. Students may be reluctant to speak at the beginning and they have to summarize the whole points at the end. Seminar is not just a discussion. It is helpful to the students to learn the materials use the tips on leading small group discussions in a classroom. Seminars have interactive sessions that give participants opportunities to develop and practice effective teaching strategies that provide a chance for individual feedback.

### *Role Play*

Students can act or perform the part of a personality or character in this activity. Teachers help the students to enact the roles effectively. It is a realistic activity and students play the dominant role which brings learning to life. It gives opportunity to all the students but the shy students feel it to be a threatening one. It is a time consuming activity. Teachers may have difficulty to manage the classroom. It is a flexible approach because it requires no special tools. Teachers provide suitable situation and particular roles to the students. The participants enact the roles and then there is a discussion session to interact with others about the alternative way of dealing that role. It improves the creative thinking and concentration of the students. It is lively classroom and both the teachers and the students actively involve in their own roles.

### *Workshop*

Workshop is a meeting at which a group of people engage actively in an intensive discussion on a particular subject or a topic.

It is an activity to develop the practical ability of the students.

It can be a good basis for problem solving. Teacher can talk with the students to stimulate their intensive skills. It provides a peaceful atmosphere for learning. It encourages an active participation and allows the students for problem solving or skill acquisition.

Workshops ensure a different classroom experience in learning a particular topic. Teachers can motivate the students to ask question in order to avoid the boredom because of being passive listeners.



#### IV. TYPES OF CLASSROOM SPEAKING PERFORMANCES

Classroom speaking performance that students are expected to carry out in the classroom by means of certain principles and strategies are categorized into six types. They are Imitative, Intensive, Responsive, Transactional, Interpersonal and Extensive. Classroom performances initiate the confidence of the students. It leads to develop the students to become good public speakers. They were good at expose their thoughts without any hesitation.

##### *Imitative*

It is the activity of reproducing or pronounced something in a way that iscorresponding to the action described. Imitation is carried out for meaningful interaction in the classroom. A limited time is allotted for speech production activities in a classroom. Teachers pay attention to the limited element of language forms like stress, intonation, etc. The way a teacher delivers the utterances can be imitated by the students. The aim of this method is to focus on some particular element of language form. This method of imitation can be practiced through several drills inside the classroom. The teacher is the role model to the students by all means.

##### *Intensive*

Intensive speaking is more powerful than imitative speaking. Phonological and grammatical aspects of a language are practiced by means of speaking performances. Intensive speaking is a self initiative activity or a form of pair activity. The language forms can be learned by the learners themselves. Teachers may give possible situations to develop their speaking abilities. A teacher is the only resource person to correct the grammatical errors committed by the students. The outcome of this method is clear and intensive. The students are expert in meaningful utterances.

##### *Responsive*

A good deal of teacher-student relationship lies in the response towards the words of the teacher. A student's speaking ability can be evident in responsive activities. When a teacher asks questions, the students may reply with short answers. This is the initial stage of responsive speaking in the classroom. The teacher expects just a responsive reply and not a dialogue or explanatory answer. Such replies are meaningful and authentic. The teacher initiates the task and motivates the students to get the reply. In this way, the classroom initiated activities lead the students into a good speaker.

##### *Transactional*

The purpose of conveying or exchanging specific information in an extended form of responsive language is known as transactional language. The teacher in a classroom provides an opportunity to the students to improve these transactional speaking. The teacher divides the students into groups and develops the speaking opportunities to them. There is a mutual understanding necessary for this speaking skill. There is a need for particular topic and teacher provides that to the students. The exchange of ideas develops the memory power of the learners.

##### *Interpersonal*

It is similar to the conversational method. It is an exchange of information between two or more people. These speaking activities maintain a social relationship among the speakers. The students need to learn the feature, the relationship between speaker and the listener, style and body language of the speaker. These are the features coded linguistically in this conversation. The other form of conversation is the interpersonal dialogues.

##### *Extensive*

Students are given a topic and they have to talk about it for a short period of time. This speaking activity is known as extensive speaking. Extended monologues, in the form of oral reports and summaries of short speeches, are given to the students at intermediate to advanced levels. There are some characteristics to make speaking difficult. Some of these speaking difficulties are clustering, redundancy, reduce forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation and interaction.

#### V. CONCLUSION

Speaking skill is the skill that gives the ability to communicate effectively. The role of teacher is leading the students to pure memorization, provide them a rich environment where meaningful communication takes place. Learners should be more active in the learning process by means of interactive speaking activities.

Different speaking activities make different types of demands on the learner.

The teachers require different kinds and levels of preparation and support, and different criteria have to be used in assessing how well the students carry them out. The more diverse and creative speaking activities of the teachers result the easiest way to train the students to improve their speaking skills and speaking abilities will become much more automatic and natural.

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