

TECHNIQUES OF TEACHING SPEAKING SKILL

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Abstract

In the field of language teaching several approaches, methods and techniques have been introduced. Language teaching refers to teaching of language skills i.e. listening, speaking, reading and writing. Several techniques are used for language teaching but in Nepalese schools teaching of speaking skill is deprived of sufficient technique. So, we have furnished here short information of different techniques which can be adapted for teaching speaking in classroom.

INTRODUCTION

While teaching speaking in the class the pattern engage-activate-study is followed. Harmer points out that speaking activities tend to follow this pattern i.e. the teacher gets students interested in the topic, the students do the task while the teacher watches and listens and then they study the language issues that the teacher has identified as problems (*Harmer 2006*).

EXPLANATION

When linguists and language specialists sought to improve the quality of language teaching in the late nineteenth century, they often did so by referring to general principles and theories concerning how knowledge of language is represented and organised in memory or how language itself is structured. The early applied linguists such as Henry Sweet (1845-1912), Otto Jespersen (1860-1943) and Harold Palmer (1877-1949) elaborated principles and theoretically accountable approaches for the designing of language teaching programmes. In describing methods the difference between a philosophy of language teaching at the level of theory and principles and a set of derived procedures for teaching a language is central. In an attempt to clarify this difference a scheme was proposed by the American applied linguist Edward Anthony in 1963. He identified three levels of conceptualisation and organisation which he termed as approach method and technique (*Richards and Rodgers 1986*).

A technique is a classroom activity. Different methods make use of different kinds of classroom activity. According to Antony, "A technique is an implementation which actually takes place in a classroom. It is a particular trick, strategic or contrivance, used to accomplish an immediate objective." He further adds, "Technique must be consistent with a method and, therefore, in harmony with an approach as well."

PICTURES

It seems that many language teachers are concerned to help their students to develop native-like efficiency in communication. In this sense language teachers have a role of communicative teachers. For this communicative purpose resources used in the classroom have an important role. It is important to use as wide range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development. The resource must include pictures—verbal language is only a part of the way. We usually get meaning from context but things we see play an enormous role in affecting us and for giving actual information. Specially, pictures contribute to make subject matter, interest and motivation, a sense of the context of the language, a specific reference point of stimulus. Pictures are usually used to teach structure, vocabulary, language function, situations and language skill (*Wright 1999*).

GROUP WORK AND PAIR WORK

It seems that most of the English teachers fail to provide sufficient chance of speaking to their pupils due to the population explosion and the demand of equal educational opportunities in the society. This problem of large classes will be serious in the coming years. The teacher needs special technique to handle this situation. The solution to this problem is to divide the class into small groups so that instead of individual speaking at a time the group has an opportunity to speak. The group may work on single task or on different parts of a long task. All groups are to be engaged on their task. The class becomes a bit noisy. The teacher finds difficulty to mark mistakes committed by pupils. So, he has to give a chance of speaking to each group in turn. This technique can also be applied in reading and writing skills successfully. The teacher should give sufficient instructions to each group when they have to speak. He should ensure that the groups do their work satisfactorily. The teacher should also engage pupils in question-answer drill.

MANIPULATIVE AND COMMUNICATIVE LANGUAGE ACTIVITIES

Manipulative language activities refer to the manipulations of some simple language exercises by the young learners on the basis of previous experience. This technique is useful at the beginning when the student's level is not fully developed. The teacher provides the students with all the sounds, letters, words and structures. The students make dozens of sentences from one core structure.

Communicative language activities refer to activities in which students use language as a vehicle of communication and where the students' main purpose is to complete some kind of communication task. In this activity the focus should be on the success of the communication.

SIMULATION, ROLE-PLAY AND DRAMATISATION

The idea of simulation and role-play is to create real-life situation in the classroom. The students simulate the real world. The teacher asks his students to pretend the real world such as they are at an airport, birthday party etc. In simulation activities the learners are given roles in a situation, task or problem to be solved; for example, an employer-employee discussion over increase of wage in a factory. The participants then make decision and proposals. The things done artificially are meant for giving the students practice in real world.

STRIP STORY

As mentioned earlier, one of the teacher's major responsibilities is to establish communicative situation which encourages co-operative relationship among students. The teacher divides the class into several groups and gives each group a strip story and a task to perform. A student works with a partner to predict what the next sentence in the strip story will like. It arouses curiosity among students to speak and provides an opportunity to work on negotiating meaning as they learn about the cohesion and coherence properties of language. This technique creates a great deal of discussion and interaction and is very enjoyable, funny and interesting to the students. This technique develops communicative interaction and has the advantage of some reading as well.

ELICITATION

There is no doubt that in many classes during the presentation stage it is the teacher who goes on talking while the students use to listen attentively closing their lips. It is possible to involve the students more in presentation by asking them for their idea and suggestion and encouraging them to guess new words and their meaning. This type of activity is known as *eliciting*. Eliciting is very beneficial in teaching speaking. This technique helps the teacher to engage the class by focusing students' attention and making them think. This technique provides the pupils an opportunity of speaking even if they do not know the words being elicited because they can present what was taught earlier. It gives teachers a chance to see what the students know, what they do not know and what has to be presented at that level. So, elicitation is a way of encouraging students to guess, work and speak what they know (*Brown 1994*).

ORAL GRAMMAR DRILL

Teaching speaking means teaching of pronunciation skill and communicative skill of target language. Teaching speaking requires the fulfilment of certain physical conditions such as small classroom, audio-visual aids, oral test facilities, language laboratory and trained teacher (*Harmer 1987*).

If we recall the facts that have so far stated above, teaching speaking requires several techniques for the development of communicative skill in students. If the techniques stated above are effectively used in classroom, the students can enhance speaking ability within a short time.

CONCLUSION

Speaking is primarily a productive skill because language is primarily manifested in speech. Out of all the four language skills speaking seems to be most important as people who know a language are referred to as 'speakers' of that language. Second language learners seem to be primarily eager and interested in learning to speak as if 'speaking' includes all the skills required for learning a language completely.

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