

The Key Principles for Development of Speaking

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Abstract: *It has been proved language teaching is such a complicated area that it requires the teacher to play a number of roles and to interact, communicate and deal with students so that they can improve their skills. In particular, teaching speaking skill is quite challenging as it has to comply with several principles. For one thing, meaningful authentic contexts should be given so that students can develop their own language over time. For another thing, motivation plays a crucial role as students need to feel relaxed enough to produce their speech. Thirdly, due to students' varied styles, the teacher has to be sensitive to provide them with equal opportunities to participate in the classroom. Finally, achievement in language teaching takes place only when it meets both the students' personal requirements and course objectives.*

Keywords: *EFL, teaching principles, teaching speaking*

1. INTRODUCTION

As time progresses, the need for learning English as a second language of many people has been growing dramatically all over the world. Together with that, different approaches of teaching English have come into being to serve as a guide to teaching English methodologically and effectively as well. However, there has been no perfect method of teaching English, so teachers have very eclectic applications of approaches to their teaching in combination with their experience. For my own part, the ultimate aim of learning a language is to communicate, and speaking is one of the central elements of communication. In teaching, it is an aspect that needs special attention so that teachers can teach speaking successfully. From what I've learnt through experience and literature, there are six key principles that teachers should be aware of when teaching a speaking class. The paper is going to mention different factors that contribute to a successful speaking class, the key principles to teaching speaking skill and the ways of applying them to a real class.

2. LITERATURE REVIEW

2.1. Factors for Successful Speaking Classes

There are four factors that indicate a successful speaking class. In the first place, students can talk a lot in an English speaking class (Ur, 1996: 120) and that is also what they expect from the lesson (Nunan, 1999: 157). They need to talk and to give their own opinions in English in meaningful contexts so that they can develop their ability to produce language in real life or to use it as a means to do other jobs.

In the second place, the motivation is high (Ur, 1996, p.120). That is the effort to involve students in the lesson that they can feel inspired enough to speak. This can be done through many other factors like acceptable level of difficulty, the meaningful activities the relevant content to students' experience, and the relaxed environment as well.

In the third place, as David Nunan(1996) states, the participation is even, however I think it's relatively even to some extent only. In other words, teachers try to offer chances for students to participate in speaking to the fullest according to their personalities and abilities. However, as different individuals possess different personal styles, it's hard to equalize their participation. Therefore, it's best if teachers can give equal chances suitable for every student to participate and don't single out any slow or passive students in class. That is one of the reasons why the lesson is successful.

In the last place, many students enjoy interactive and active learning (Nunan, 1999: 161) because it helps to maintain the relationship between people to create lifelike environment for them to practice English as a rehearsal for the real life communication outside the classroom as well as to bring up with the vivid atmosphere in class. Therefore, to satisfy this demand of students is also a way to make an accomplishment in teaching speaking.

2.2. Speaking-Teaching Principles

Based on the four factors mentioned above, several key principles should be applied to teaching a speaking class.

The first principle is that, to make sure the teaching takes place in an intended way, it is critical to create a high level of motivation (Ur, 1981, p.4). That is the key consideration in the determining the preparedness of learners to communicate. Motivation is the combination of effort plus desire to achieve the goal of learning plus favorable attitudes toward learning the language. So effort alone does not signify motivation but it is the desire and the satisfaction in the activity that count (Nunan, 1999: 233).

In order to make students feel satisfied and have the desire to get involved in the lesson, teachers should do the following things.

First, teachers use the instinct or experience, depending on the teacher's qualification, to choose interesting topics in order to draw students' attention and make inspiration. Productive skills cannot be develop beyond meaningful contexts. In addition, unreal contexts cannot help students get involved in such real life activities as job and academic settings (Green, 1995).

Second, teachers can create interest in the topic by talking about the topic and by communicating enthusiasm. Teachers can ask if anyone knows about the topic and can therefore tell the others about it before the activities start. In this way, students have chances to express their ideas meaningfully and teachers can exploit their previous knowledge to get them into the lesson. Also, teachers can ask students to make guesses about the content and to discuss what happens which inspire students' curiosity and their wanting to find out the truth. So they have a reason to attend to the lesson and to talk for themselves. Additionally, teachers can ask several guiding questions before the activity and provide necessary information without telling what students have already known to create stronger motivation. (Harmer, 2002: 253).

Third, motivation is raised in a lesson also by the fact that teachers help to create a relaxed, non-anxious atmosphere which helps even weak and reluctant students. This can be done through some activities such as playing guessing games, doing the rehearsal in small groups before speaking in front of many people, or practicing speaking under the guidance of the teachers through drills, repetition, mechanical exercises first (Harmer, 1999: 234,235). In the case students feel fear of mistakes, teachers can encourage them to take risk and focus on content rather than form.

Fourth, teachers should give appropriate level of difficulty, not too difficult nor too easy for students may feel bored.

And finally, teachers had better employ meaningful learning with meaningful activities relevant to the real life to get students to talk about themselves.

The second principle is, when students are motivated enough to get involved in the lesson, teachers should give them the maximum number of opportunities possible to practice the target language in meaningful contexts and situations which helps to facilities acquisition for all learners rather than grammatical explanation or linguistics analysis(Nunan, 1999: 241). It is because learners must learn to develop the ability to use language to get things done in real life, outside the classroom.

2.3. Applications of the Principles

There are several ways to apply this point to teaching according to different stages of learning English, the students are divided into two levels so that it's easy to solve their problems using the principle.

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For the elementary level, most students don't have the habit of speaking, so they find it very hard to open their mouth producing the language. That is the greatest challenge they're facing at this level. Most of them are very shy and even totally unfamiliar with the target language. Therefore, in order to get students to talk, teachers necessarily employ repetition drills or mechanical practice (Harmer, 1999: 60). This can be done by teaching each individual pattern at a time and then practice with the pattern mechanically and repetitively after the teachers first. In this way, teachers help students get into the habit of speaking and gradually build up their confidence to use the language without reluctance.

Then teachers have students work in pairs practicing the patterns through questions and answers, talking about relevant and meaningful things of themselves. There are some other speaking activities teachers can make use of. For example, students work in pairs. One has a number of elements (pictures, etc) arranged in a certain way. The other student has the same but lose and has to arrange them in the same way by talking to his partner.

One more suggestion is that students' role play a formal social occasion where they meet a number of people and introduce themselves (Harmer, 1999: 95, 96).

For the upper level, many students may encounter the problem that they have knowledge of the topic but don't know what to say, how to speak out their understanding which lies deep in their minds passively. Accordingly, to assist students with some ideas to talk, teachers work out several ways that help to project students' thoughts into different directions to get ideas. For instance, students produce an utterance and then ask themselves different questions like who, what, which, how, where, when, why and what. To answer themselves those kinds of questions will help them to have many things to say and therefore can speak at length.

In order to describe a third place or thing, students can deploy the technique called "descriptive formula" in which they use several adjectives to depict and then give some sentences that help to support the ideas, and to explain the adjective (Reflex 4000, 2002: 49).

Students may talk about any topic choosing to mention the reason, the time, the place, the benefit, advantages, causes, harms, difficulties, obstacles, etc in their talk so that they can have something to say and shouldn't struggle with their running out of ideas (Reflex 7000, 2002: 104 -106).

Besides, in order to offer chances to students to speak, teachers should employ more meaningful tasks. For example, students work in pairs, each has similar pictures, but with differences. Through talking to each other, they have to find the differences. Another activity is that students work in groups give a talk on a given topic; or students are presented with a normal dilemma for example, a student is caught cheating in an important exam. Give the student's circumstances which of five possible courses of action should be followed. Groups reach a consensus (Harmer, 1999: 96).

Through those kinds of activities above, students are exposed to many chances to talk at length about whatever topic they choose. The problem now is that how they can speak accurately and fluently.

Thirdly, there should be a requirement of accuracy and fluency and the way to integrate them properly into speaking. However, tasks should be employed to communicate meaning without too much focusing on accuracy and to encourage fluency to help learners explore creatively ways of expressing themselves. Therefore the course need to vary the emphasis on fluency and accuracy (Carter & Nunan, 2001: 18).

2.4. Teachers' Concerns

There are several ways to strengthen the accuracy and fluency in students' speaking. First, that is the use of cycle of activities around a central task which helps to integrate accuracy and fluency as well. Before the activity takes place, teacher supply key language as well as some grammar points necessary for the task by brainstorming vocabulary and ideas, giving practice of the language through some exercises. Then comes the rehearsal phase where students perform task in small groups expressing themselves without worrying about errors. In the meantime, teachers go around and give feedback. And after that when students have a chance to talk about the topic, teachers can go to the performance phase in which students may be confident enough to perform the task

in front of the class to some extent accurately and fluently. It's a matter of course that we cannot expect students to speak both fluently and accurately overnight but if the cycle is carried out day after day through many lesson with the full participation of the learners, their speaking skill will be better in that sense.

Second, with the focus on fluency rather than on accuracy teachers tend to organize activities for students to talk first and then comes the correction at the end of the activities as a way to build up accuracy as well. These activities may be pair work, group work, role play, discussion or even doing rapid oral fluency exercises where the object is to get students to talk fluently without being corrected.

Third, fluency also derives from the automation. If students are exposed to English environment such as, teachers speaking English all the time, English tapes, English books and newspapers for them to use, they can pick up language naturally and unconsciously. In addition, if teachers regularly put students under increased time pressure, students can definitely automatize to acquire fluency in their speaking.

Fourthly, another key to improve learner's ability to speak is interaction (Richards & Renandya, 2002: 208). As far as I've learnt, the function of spoken language are interactional and transactional. Interactional maintains the social relationship and transactional conveys information and ideas. Through interaction, learners can learn to communicate verbally and nonverbally as well as to create discourse that conveys their intention in real life communication.

Therefore, teachers should provide learners with opportunities for meaningful communication about relevant topics by using learner-learner interaction. Teachers also give students communication devices that helps to teach them how to listen, to talk, and to negotiate meaning in a shared context. This can be done through some kinds of spoken interaction such as, interactional talks in which students learn how to greet, to take leave, to begin and end a conversation, to apologize, to thank and so on. Some other activities are for example, for intermediate and upper level like telling stories, telling jokes, describing a person and place in detail, recounting the plot of a film, a play, a book, giving a short lecture or talk, or arguing a case for or against a proposal (Ur, 1996: 125).

Alternatively, it is vital to stimulate learners to talk in interaction might be to provide them with extensive exposure to authentic language through audio visual stimuli and with opportunities to use the language (Richards & Renandya, 2002: 209).

Those kinds of activities help to create interaction in students 'speaking and to satisfy their need to communicate in English with other people in class as a way for them to practice and to improve their speaking skills gradually.

Fifthly, to accomplish a successful speaking class, teachers need to create relatively full participation through which every student is given chances to speak equally (Ur, 1981: 4). Even participation helps to avoid the case in which the introverted personalities may feel crushed by the more expressive participants and lose the little confidence they possess while the confident ones may feel unsatisfied, bored and discouraged (Ur, 1996: 120). Therefore, when employing pair work or group work. Teachers can choose to form the homogeneous group in terms of both linguistic ability and personality type so that students can feel free to express themselves without any pressure.

Participation is also carried out by choosing to ask different kinds of questions suitable for the abilities of individual students. Teachers can pick on good students to answer difficult questions and weak ones to less challenging questions.

And last but not least, teachers should expose students to English environment so that they can pick up language easily, naturally and unconsciously which helps to make up the automation over the time and to facilitate their speaking as well.

3. CONCLUSION

First, teachers keep to speaking the target language all the time when necessary and encourage students to use L2 in class. And through listening to spoken English most of the time, student can learn from the teachers, from their friends and themselves as well, esp. when mistakes are made.

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Second, before a speaking activity starts, teachers should let students watch movies, listen to tapes to expose them authentic language so that they can pick up something like accent, stress, and rhythm (Brown, 1993: 131). Besides, by doing this teachers can help to facilitate student's speaking because being a listener gives learners models to deploy when acting as a speaker (Nunan, 1999: 237) as well as gives them some ideas for speaking tasks to come. Moreover playing tapes and videos helps to create relaxed, interesting atmosphere for students to feel inspired enough to take part in the lesson.

By and large, the six key principles mentioned above have proved to be very helpful in teaching speaking English so far. Motivation helps to bring up the desire to learn the lesson and to speak out student's ideas freely and enthusiastically. Giving students maximum opportunities to talk helps to satisfy their needs for speaking English and to develop their abilities to use language in real life. More attention paid to fluency rather than accuracy of speaking and a relatively appropriate combination of the two factors help to perfect students' speaking skill. Interaction helps to maintain the social relationship through which learners can speak to each other and helps to serve as a way for them to do the rehearsal before talking outside the classroom. Participation contributes to offer chances for every students to practice speaking. And the exposure of students to English environment helps to provide them with language as well as models for them to pick up unconsciously and helps to facilitate their speaking naturally and automatically.

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