The pros and cons of teaching speaking skills in the classroom

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Abstract: Language is first and foremost a spoken and not a written entity. Speaking is a major skill in communication. This review article represents the position of the skill of speaking in communication classroom; what are the prominent benefits about the educating speaking skill; what are the principle drawbacks of teaching speaking skills. The classroom is the optimum platform to acquire good communication skills, especially, speaking skills. The teachers have to understand the problems of demand of today's globalized world towards communication skills and try to implement various teaching strategies in their classrooms in order to develop their learners' speaking skills in classrooms. However, precise downsides of conducting speaking skills in classroom are also available. In this given article shows as well as discusses both options by representing relevant data.

Keywords: language, communication skill, classroom, teaching strategies, downsides, benefits.

1. Introduction

In this cutting edge technologic era, there have been drastic changes taking place all over the world. These tremendous vicissitudes happen when people have a strong ambition to achieve something. People's desires are fulfilled when they clearly express their ideas and opinions with others. Thus, they need to learn communication skills in order to fulfill their ambitions, desires, and goals. In this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields. According to Nunan (1991), "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if learners do not study how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose inspiration in learning. On the other hand, if the optimum activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making language classroom a fun and dynamic place to be.

2. Main part

Since several approaches on the based educating speaking skills have been occurred, classroom environment is found rudimentary for students due to precise reasons. In the present modern world, everything is linked with speaking skills. Therefore, speaking is the most important skill among all the four language skills in order to communicate well in this global world. Moreover, these speaking skills are also essential for learners when they have to settle down well in their occupations. At present, it has become precisely ubiquitous to prove the candidates' talents at the time of their job interviews and many of the selections are based on the performance of the interview. The job applicants have to participate and prove themselves in debates and group discussions where the performance or oral communication skills of the candidates are primarily measured. Besides, the professionals have to give oral presentations as they have to promote the products or their companies or give training to the other colleagues (Parrupari Sirinivas Rao, 2019). Being good at speaking is essential tool to conquer the whole world. Having good communication is the passport to get better employment opportunities. In the modern interviews, the real talent of the job aspirants is tested through their performance in group discussions, debates, presentation skills and so on. Therefore, job seekers have to acquire good oral communication skills in order to grab better opportunities.

It is opined that spoken language is both interactional and transactional, Brown and Yule (1983) suggest the following: When teaching spoken language, focus on teaching longer transactional turns. It is due to the fact that native speakers find them conundrum as well as students need to be able to communicate information efficiently whether in their country or in a native-speaker country.

According to the brief history of classroom talk, educational discourse has always been part of the classroom. Tutors have long understood the vitality of using language to transmit ideas. In the early history of education, teachers talked for most of the instructional day while students less talked, often kept stability on listening but not practicing speaking themselves and completed their assigned tasks. Learners were expected to memorize facts and be able to recite them. Having retrospected that in most classrooms of the late 1800s, the age range was very diverse. In the same classroom, there might be students who were 5 or 6 years old and others who were 15 to 18. Students' speech during lesson was not considered neither ideal nor norm even though the talk was academic. As time elapsed, tutors realized that students had to use the language, namely speaking skills, if they were to become better educated. As a result, well-intentioned educators called on individual students to respond to questions. Conductors expected them to utilize academic language in their individual responses, and as students spoke, teachers would assess their knowledge. Nevertheless, during the majority of lessons we know that teachers themselves have to use academic discourse if their students are ever going to have a chance to learn. In this case the balance of talk in this classroom is heavily weighted

toward the teacher. If the number of words used are counted, except the student names, the teacher might speak 180-200 words, while the students used 10-15. This means that 94 percent of the words used in the classroom were spoken by the teacher. As you reflect on this excerpt from the classroom, consider whether you think that the students will ever become proficient in using the language. A myriad of approaches suggests that these students will fail to develop academic language and discourse simply because they are not given opportunities to use words. They are hearing words but are not using them. We are reminded of Bakhtin's (1981) realization: "The world in language is half someone else's. It becomes 'one's own' only when the speaker populates it with his own intention, his own accent, when he appropriates the word, adapting it to his own semantic and expressive intention" (pp. 293–294). In other words, if learners do not adopt speaking skills, they are not developing academic discourse. As a consequence, it is mostly thought that it is being presented a remarkable job teaching students and then wonder why they have difficulty in communicating skills around not only public but also personal transitions. The key is for students to talk with one another, in purposeful ways, using academic language.

However, according to some experiences conducting the lesson only based on speaking skills also have negative impacts. First of all, following separate the two points can be claimed: a noisy classroom and an out-of-control classroom. A classroom full of students talking considered as an interruption for some students since perceiving level of learners is precisely distinguished from each other. Furthermore, it may be felt like tutors are losing control because the class is suddenly student centered and not teacher centered. This important dilemma should be taken into consideration. Learner-centered classrooms where students make the speech in groups and students have to take responsibility for using communicative resources to complete a task are shown to be more productive to language learning than teacher-centered classes (Long & Richards 1987). Nevertheless, losing control of the classroom is a different issue. Once again walking around and monitoring the students as they are collaborating in groups are effective and helpful, as you can naturally move over to the part of the classroom where the noise is coming from and calm the rogue students down and focus them back on the task without disrupting the rest of the students who are working well in their groups. If students really get too rowdy then simply change the pace of the class and type of activity to a more controlled task, for example a focus on form or writing task where students have to work in silence individually. Once the students have calmed down you can return to the original or another interactive group activity.

3. Conclusion

In recapitulate, speaking skills, namely including talk or oracy, is the rudimentariness of literacy. Below given article represented that teaching speaking skills in the classroom surrounding may make available not only beneficial effects but also some controversial issues. However, today's century is demanding more communication skills as well as oral abilities to get an achievement in society. We have all observed that students learn to manipulate their environment with spoken words well before they learn to do so with written words. It seems that this pattern is developmental in nature and that our brains are wired for language. Learners find out that language is power and that they can use words to express their needs, wants, and desires.

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