



# QUICKSTEPS

*Education is the passport to the future, for tomorrow belongs to those who prepare for it today ~ Malcolm X*

## NEWS & FEATURES

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## A Review on Teaching of Speaking

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Children learn their first language subconsciously with relative ease and little if any stress. When all circumstances are normal, most children learn the basic structures and vocabulary of their first language within the first four years of their life. The language continues to develop through life in sophistication and complexity depending primarily on the child's eventual level of education and use of the language in question. Generally speaking, all people are successful in the acquisition of their first language, and their speech tends to be marked by the accent and regional expressions of the area where they grow up. Although people are capable of learning any number of languages during their lifetime, many experience failure to different degrees in the process of learning other languages.

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Adults often complain that the target language (second/foreign language) is difficult to understand or pronounce. Besides that, anyone who has ever seriously attempted to master another language knows that it is a time consuming and challenging effort.

This issue is also one of the main concern of ESL or EFL teachers. This is because the ability of students to be able to communicate naturally in English is one of the long term goals that language teachers would like to achieve in class. According to Bryne (1986), the problem in teaching a foreign language or a second language is to prepare the students to use the language. Indeed, it is a demanding task for language teachers to provide sufficient inputs for students to be competent speakers of English. Usually, students feel insecure about their level of English and they face problems communicating as well as expressing themselves in the target language. However, accuracy is developed through fluency, which is why in teaching the teachers should strive to provide the best method that caters to both these principles. According to Brown (1994) cited in Nawshin (2009) “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open-ended, and evolving.”

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Nawshin





Speaking needs that learner not only should know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also those they understand when, why, and in what ways to produce language. Thus, the following small but powerful set of principles by Nunan (2003) cited in Nawshin (2009) can make teaching of speaking both more effective and more efficient.

#### **Give Students practice with both fluency and accuracy**

At the beginning and intermediate level of studies learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency. However, the objectives in teaching accuracy and fluency are different. The different aims of accuracy exercises are varied. Accuracy exercises, of course, are a component of fluency. Despite this, accuracy exercises can emphasize grammar, vocabulary, and pronunciation. This is perfect for the teacher whose aim is to get a specific language item or feature from their student. Besides that, accuracy exercises also allow learners to practice producing connected speech and pronunciation and allow the learner to develop the skill of speaking in its most basic form. The focus is not on accuracy but getting a message or meaning across to another. On the other hand, with fluency exercises, the learner can practice communicating factual or personal information using all of any of the language they have at their disposal. For example, role play or discussion where the students have to present their findings, are two of many exercises which the teachers can use in the classroom in order to promote fluency accuracy. In addition, public speaking, conversations, guided conversations & interviews are also examples of activities which the teacher can use in their speaking classroom. Therefore, for all speaking exercises it is important for the teacher to allow an exchange conversation between students to express their thoughts and ask questions. There should be a variety of topics for discussion that allows the students to ultimately function well in social situations- whether this be with accuracy exercises or fluency exercises.

#### **Use group work or pair work.**

To improve students' speaking, they should be given enough opportunities to speak in class. So, in class teacher talk time should be less and student talk time should be more. According to Nunan (2003) cited in Nawshin (2009), "it is important for language teacher to be aware of how much students are talking in class so the teachers do not take up all the time". To increase student talk time, the teacher should engage them in group work and pair work.

He stresses that, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson. The students will appreciate and work with the strengths of others". This will increase learning, planning and discussion skills and eventually improve their speaking capabilities. The students will be involved as participants and decision-makers in oral group work activities. Besides, in this way, the students will get chance to interact with other students. To illustrate, activities like role play, debate or group presentation can promote speaking. Besides that, activities like brainstorming in groups or interview in pair can help the students to reduce their anxiety in speaking in public because they are only speak among themselves. As for the teacher, he or she can just walk around the classes and monitor the discussion without interrupting the students so that the students will not feel threaten. Make speaking activities communicative

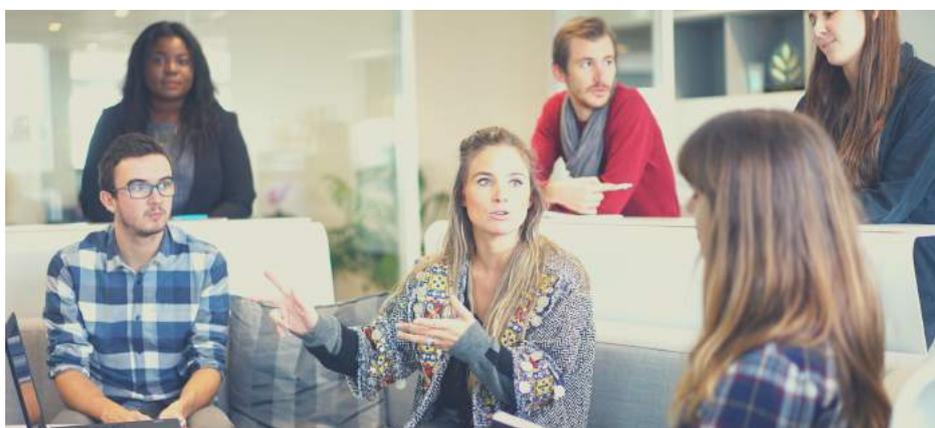
Speaking activities need to be very interesting to encourage meaningful interaction between students. If the speaking activities are not interesting enough and do not provide opportunity for students to speak then there is no use of giving speaking activity. According to Nunan, "The aim of communication activities is to encourage purposeful and meaningful interaction between students. Communicative tasks are designed so that students have a reason or a purpose for speaking". Teacher should give such activities so that students can share their thought, express their feeling, find out the real information, discuss and argue. Hence, the students will feel more interested and motivated to speak. Besides that, the activities of communicative task should takes place in real time in order to achieve the outcome which requires participants to interact. Communicative activities such as Information gaps, Jigsaw activities, Info gap race, Surveys and Guessing games are some of the activities which is fun and interesting for the students. Thus, by giving the students these activities, it can encourage the students to communicate and interact freely among them because they feel less stressed as the activities are not exam based activities.

In conclusion, teaching speaking is a very important part of second language teaching. The ability to communicate in second language clearly and efficiently contributes to the success of the learners in school and in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking instead of leading the students to written work and memorization. With this aim, various speaking activities should be introduced in language classes which can contribute to students in developing speaking skills which reflect the principles of teaching speaking. This is to ensure that the students will be more active and motivated to speak in class and at the same time make learning meaningful and more fun for them and thus will help them to become competent speakers.

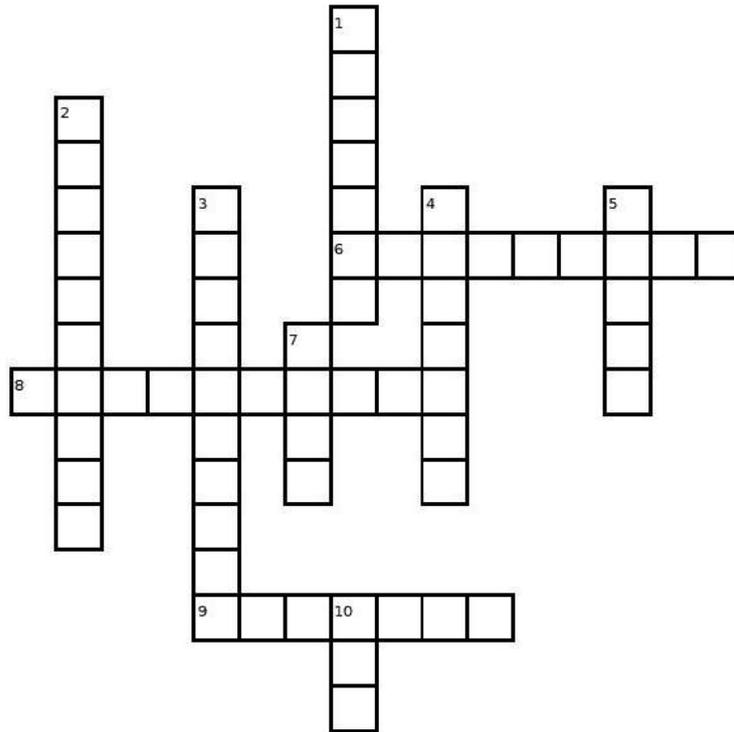
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## EmoPuzzle



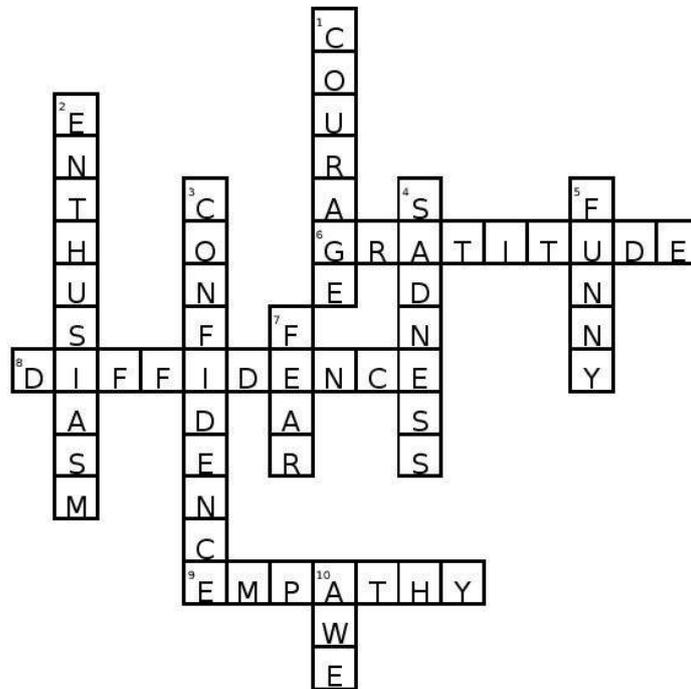
### Down:

1. the choice and willingness to confront agony or pain or danger
2. intense enjoyment or approval
3. a certainty about handling something
4. an emotional pain
5. the tendency of experiences to provoke laughter and provide amusement
7. a feeling induced by perceived danger or threat
10. an emotion comparable to wonder but less joyous

### Across:

6. a feeling of appreciation felt by and/or similar positive response shown by the recipient of kindness
8. the feeling of apprehension or awkwardness especially when a person is around other people
9. the capacity to understand or feel what another person is experiencing ie the capacity to place oneself in another's position

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## Stadthuys Malacca

The Stadthuys (an old Dutch spelling, meaning city hall) is a historical structure situated in the heart of Malacca City, the administrative capital of the state of Malacca, Malaysia in a place known as the Red Square. [2] The Stadhuys is known for its red exterior and nearby red clocktower. It was built by the Dutch in 1650 as the office of the Dutch Governor and Deputy Governor. Stadthuys When Malacca was handed over to the British in the 19th century, the Malacca Free School was opened in the vicinity of the Stadthuys on 7 December 1826, by missionaries residing in the state, in response to a letter dated 19 April 1825, signed by a J. Humprey, J. W. Overee and A. W. Baumgarten, which called for an English institutional education to be built in Malacca. The school which the British provided free education to residents was eventually renamed Malacca High School in 1871 upon a takeover by the British government, and moved out to its present site at Chan Koon Cheng Road in 1931. Situated at Laksamana Road, beside the Christ Church, the supposed oldest remaining Dutch historical building in the Orient, is now home to the History and Ethnography Museum.

Reference :

<https://en.wikipedia.org/wiki/Stadthuys>



## *We will be okay*

I'm looking just a little more patient,  
to survive and keep us safe.

I'm looking a little more powerful,  
to keep going beside you.

I'm looking at a thousand good things  
you have,  
so that I don't hate you.

I keep looking at your good side,  
because that is the only cure for my wounds.

I will choose you,  
even when you make me mad.

my feelings towards you would not fade simply because we are angry.

I know we will fight,

We will frustrate,

We will be complicated.

Still,

I will choose you.

And keep choosing you,

Every single day.

Without doubt,

Without pause,

Without regret.

I know,

We will be okay in the end,

And I hope you believe that, too.

BY:

MURFIQAH HAZIRAH BT MUHAMMAD HISHAM

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