

**RESEARCH PAPER****Role of Teachers in Developing Learners' Speaking Skills at Primary Level in District Hyderabad****<sup>1</sup>Shahnaz Jumani\*, <sup>2</sup>Sourath Seelro and <sup>3</sup>Dr. Nazish Andleeb**

1. Lecturer, Department of English, University of Sufism and Modern Sciences, Bhitshah, Sindh, Pakistan
2. M. Phil Scholar, Department of English, Iqra University Karachi, Sindh, Pakistan
3. Lecturer, Department of Education, University of Gujrat, Punjab, Pakistan

**Corresponding Author**

shahnaz@usms.edu.pk

**ABSTRACT**

The purpose of this study was to find out the role teachers play in developing learners' speaking skills at primary level in District Hyderabad. The nature of the study was Quantitative Survey research designs. Quantitative data were collected through structured surveys and distributed to primary school teachers across District Hyderabad, while qualitative insights were gathered through in-depth interviews with selected teachers and students. The researchers used Google forms to design the questionnaire and distributed it via email, WhatsApp and social media platforms to get the responses from the target group. Percentages and means technique were used to analyse the data by utilizing SPSS. The outcomes of this study are expected to inform educational strategies, teacher training programs, and curriculum design, fostering an enriched learning experience for primary school students in District Hyderabad and potentially serving as a model for similar educational contexts worldwide.

**Keywords:** Primary Level, Role, Speaking Skills**Introduction**

In the global marketplace, English has emerged as the dominant language. Speaking English classes are in high demand across all industries and from all corners of the globe. The English language continues to be widely used. An extraordinarily strong knowledge of spoken English is required for the Internet, the media, and mass communication. Everyone who wants to take advantage of global research, information, and commerce realises that they cannot succeed in life without having a strong command of spoken English. Speaking ability is therefore regarded as the most crucial quality. The degree to which language learners can use their spoken English as a second language is frequently used as a measure of their success. Many researchers have proposed many approaches and techniques to enhance oral competency in the language due to the growing demand for spoken English. For a long time, FL/SL teachers believed that the greatest approach to improve their pupils' speaking was to make them repeat sentences. As a result, students spent countless hours mimicking their teachers, learning conversations, and mastering grammar rules. At the start of the 20th century, research revealed that no language could be learned just via repetition. However, much like with young children, it is learnt and developed via interaction. Speaking is, according to studies, the language training ability that is most underrated. Most pupils never even have the opportunity to speak in class or outside of it. Additionally, speaking is not typically tested on during exams for language classes. Teachers should give students opportunities to speak English during lessons since, as numerous academics have found, learning a foreign language is best done through contact. Since many language learners want to communicate well in both formal and informal contexts, classroom activities should be designed to promote oral fluency. Speaking is a difficult process, though, and many students choose to remain silent in class or outside due to a variety of social or psychological reasons.

Speaking is described as an interactive activity that combines the creation, reception, and processing of information (Brown, 1994; Burns & Joyce, 1997; Luoma, 2004; 2). Speaking is an interactive activity that involves gathering and analysing information in order to construct meaning in a range of circumstances by using verbal and nonverbal symbols (Chaney, 1998; 13). Speaking is the most difficult and complex language ability to master, according to Tarone (2005: p. 485). Speaking is a simultaneous listening and understanding process that depends on both communication proficiency and the current environment. Speaking is therefore considered to be a complex system because it requires the use of vocabulary, grammar, sound, and even cultural understanding of the language. Speaking is the method by which students express themselves not only verbally but also appropriately and logically. Speaking can be either transactional or interactive, and each has certain linguistic distinctions in usage, as evidenced by literature. Information transfer is the primary goal of transactional discourse, hence language is "message-oriented" rather than listener-oriented (Nunan; 1989 p.27). Such spoken speech often takes the form of news, directions, documentaries, and other similarly lengthy, succinct, comprehensible, and planned contexts (Richards; 1990). Contrarily, interactional discourse is listener-focused and entails engaging in interpersonal dialogues such as small chat and pleasantries. Face-to-face interactional speaking enables speakers to get a quick reaction. This style of communication includes facial expressions, lip movements, and physical gestures and impersonations. In certain circumstances, cognition is thought to be aided even by quiet. It is interactive because individuals participating add to the conversation at the appropriate times.

Turn-taking is one part of interactive communication that happens subconsciously and in different ways across cultures. Turn-taking can occasionally make it difficult for people of different ages and languages to communicate with one another (Kim McDonough, Alison Mackey, 2013). While discussing speaking, it's important to keep in mind another significant difference between a conversation and a monologue. The ability to interact and communicate in interactional and transactional contexts is entirely different from the ability to provide nonstop oral presentations. Even natural speakers can have trouble explaining a topic to an audience. Language teaching should also include this particular talent. Monologic discourse always has a recognisable structure and is comparable to written language. According to Brown & Yule (1983), it is crucial that teachers put an emphasis on giving their pupils practise producing speeches, including short turns and public lectures. Due to the possibility that practising dialogue production in interactive situations may not ensure that students will be able to deliver excellent outcomes from lengthy speeches to a group of listeners.

## **Literature Review**

According to Harmer, a teacher is like a "gardener since he/she plants the seeds and watches them grow" (2007; 107). The information that instructors sow is thought of as the seed, while students as the field. In addition to imparting information, the teacher also serves as a role model for the pupils both within and outside of the classroom through their personal life. Similar to how a gardener meticulously tends to the roses and flowers, watering them as necessary. The teachers' management and instructional responsibilities are their two main roles in education. The second is the knowledge that instructors convey in the classrooms, while the latter relates to the environments that teachers provide for learning to occur. Because they cannot be separated, teachers should perform both tasks simultaneously to ensure effective language education. ELT instructors are required to provide effective instruction, mentor students, and uphold classroom order. But maintaining and preserving a good grade of education is the most crucial duty instructors have (Leu, 2005). To meet this criterion, educators should be encouraged to put their passion, expertise, and talents to use. In light of the students' requirements and skills, teachers should do a range of responsibilities. Teachers typically play the roles of assessor,

organiser, facilitator, prompter, motivator, participant, monitor, and model in the field of English as a Second Language.

Direct observation and examinations or quizzes that are designed to measure oral proficiency are both effective ways for a professional teacher to assess their students' oral communication abilities. However, few language education courses really measure students' speaking skills. Teachers play the role of an assessor in helping pupils to improve their speaking abilities. Organiser is one of the most important tasks teachers have to perform during speaking activities. This goes beyond merely explaining things or practising speaking. The instructor has to know which activity is best to use first and what to do next. This job requires working in a number of educational settings. For instance, how to organise an activity, how long it should last, and how to create backup plans in case the current activity doesn't go as planned. What methods and supplies the kids require.

If teachers wish to help their students speak clearly, they can perform three key responsibilities, according to Harmer (2001). The prompter is one of them. Teachers regularly assist students who are confused how to accomplish a job by giving them prompts. Students may display speaking tasks where they seem to be having difficulty expressing themselves. In this situation, the teacher frequently provides cues, offers words, or both. The teacher should exercise caution while providing prompts to pupils during oral tasks, though, as their main goal should be to provide just the proper amount of encouragement and motivation. The students' initiative should not be "taken away from us" (Harmer, 2007). The participation role is another one. This occurs when professors participate in conversations as peers rather than as instructors of L2 learners. The teacher frequently gives the class a speaking assignment to complete, only intervening when required to offer comments or fix mistakes. Thanks to this position, teachers can have a better understanding of the difficulties children face when taking part in speaking activities. Teachers should finish each task they give their students before giving it to them so they may anticipate any difficulties they may encounter and better provide them with the appropriate strategies. The instructor can take part in the activity to make sure the students participate and are interested. However, he or she shouldn't take over the conversation. The next position, in Harmer's opinion, is "feedback provider.

Teachers give feedback at this point after the oral activity. Teachers should use considerable discretion when making remarks since too many corrections may deter students from speaking. Positive reinforcement, however, could inspire students to engage in oral activities with confidence, which will improve their speaking abilities. To overcome the learners' shyness and reluctance to participate in speaking activities in the classroom, language teachers must adopt various natural tactics like role plays, group projects, and so on. Additionally, a language teacher's primary duty is to provide pupils with possibilities by encouraging them to use English in everyday interactions with other students, instructors, or English-speaking people, if feasible. Because they employ a range of methodologies and teaching techniques that support speaking training, I think EFL/ESL teachers have the most influence on students' speaking ability. For this reason, in my opinion, a teacher's primary responsibility is to foster a learning environment where students may acquire and apply language skills while also receiving as much exposure as they can to the target language in order to speak it naturally and fluently. Teachers should be motivated to use their enthusiasm, knowledge, and skills in order to attain this standard. As a result, teachers should undertake a range of duties based on the skills and requirements of the pupils. In the field of ELT, teachers primarily take on the responsibilities of assessors, organisers, facilitators, prompters, motivators, participants, monitors, givers of feedback, models, etc. The purpose of the current study is to examine how teachers might help students improve their speaking abilities. Additionally, it seeks to find out how much and how frequently natural methods are used in Iraqi classrooms by language learners. This study intends to emphasise the importance of instructors' roles in fostering a friendly and productive

environment in an effort to encourage pupils to use the language. Additionally, we want to identify the speaking abilities of Iraqi students' strengths and shortcomings as well as the most effective teaching strategies.

### Material and Methods

Nature of the study is descriptive and survey type. The main aim of this research was to explore the impact on child's social development with employed parents at primary school level Hyderabad. The nature of the study was Quantitative Survey research designs. Survey Research design was elaborated in the procedures which help to get survey to a sample or to the whole population to depict the attitudes, opinions, behaviors or social characteristics of the population. The study was consisted of the students of primary school level Hyderabad, from different primary schools. The sample is a subset of a statistical process called the 'sample' of interest for the population that highlights the observations and statistics of the population. Sample was chosen from the all primary school level students at Hyderabad. And simple random sampling technique was used for sample selection. Self-made questionnaire was used as research tool for the study to find out the perceptions of the respondents regarding developing speaking skills of students at primary level in district Hyderabad. Data collection is one of the most important parts of the research methodology. The data were collected by the researcher personally visiting each school of primary school by distributing questionnaire randomly. So the total number of samples was collectively 77 students from primary level. Data were collected through online survey forms. The researcher used two questionnaire forms for the collection of data. To collect responses from the target audience, the researcher created a questionnaire using Google Forms and distributed it over email, WhatsApp, and social media platforms. Statistical Package for Social Sciences was used to evaluate the information gathered from closed-ended surveys (SPSS Version, 24). The data was analysed using the percentages and means method.

### Results and Discussion

We have presented studies that have been done on language learning, particularly speaking learning, in the literature review. We shall now proceed with the study's practical component. Instruments including observations, tests, interviews, and questionnaires were utilised to collect the data. Unquestionably, a questionnaire is the most popular tool for learning about the background and opinions of the target demographic. In order for the students to provide information pertinent to this study, we carefully devised a questionnaire for them to fill out. The survey of students is primarily intended to investigate the importance of speaking skill, the difficulties they encounter, and their impressions of and understanding of the responsibilities of instructors in aiding them in improving their speaking.

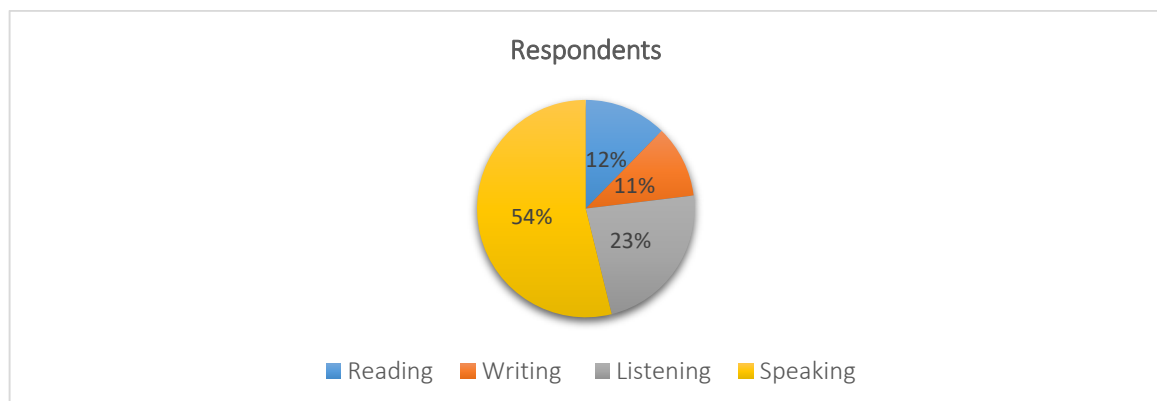


Figure 1: The First Critical Capability in Students' Perception

We asked the students to select the talent they desire to develop most in response to this question. Twelve percent of the individuals preferred reading, compared to thirty who chose speaking. According to 11% of respondents, writing comes first, followed by listening with 13%. As shown in Figure 2, the speaking skill is the most important, followed by the listening, reading, writing, and speaking skills. This inquiry was intended to learn more about the participants' needs for language acquisition. According to what we've learned, speaking is the talent that students aspire to master the most.

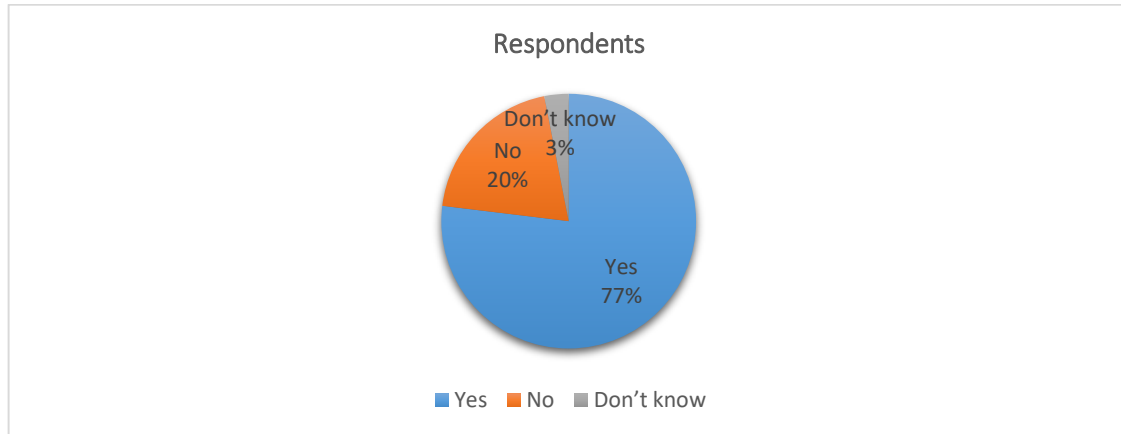


Figure 2: Fear of Communicating in English

This question aims to find out how many respondents are reluctant to speak in English. And this chart demonstrates that while 20% of them believe they are not afraid while speaking English, the majority of them (77%) are, which is why they talk the most.

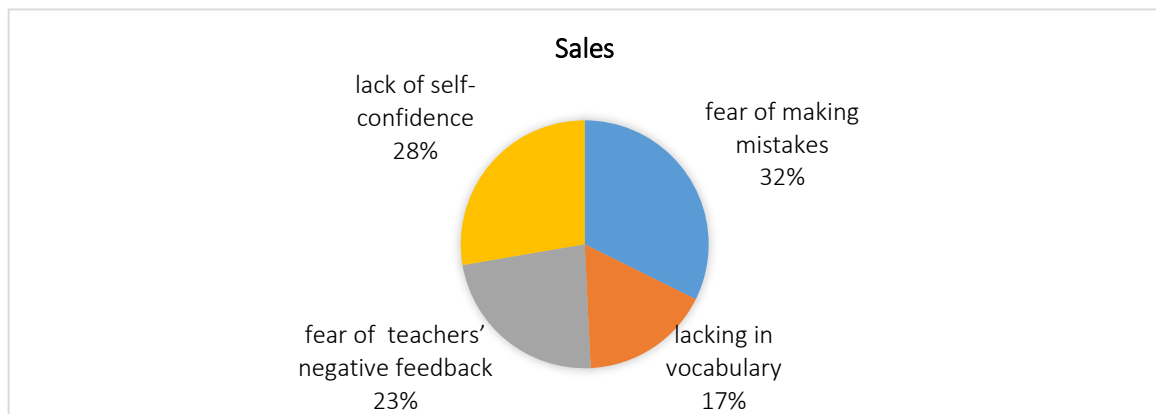


Figure 3: respondents are hesitant to speak up because of

In response to the previous questions, respondents were given the option of why they don't speak English in class, and the results show that 32% of them do so out of fear of making mistakes and 28% out of a lack of confidence. We only received responses from eight people on their fear of their teachers giving them bad comments, and 17% of those people said that their lack of vocabulary is what prevents them from speaking English. To accomplish this, I believe teachers should create a relaxed, inviting environment in the classroom where students are encouraged and feel comfortable using English.

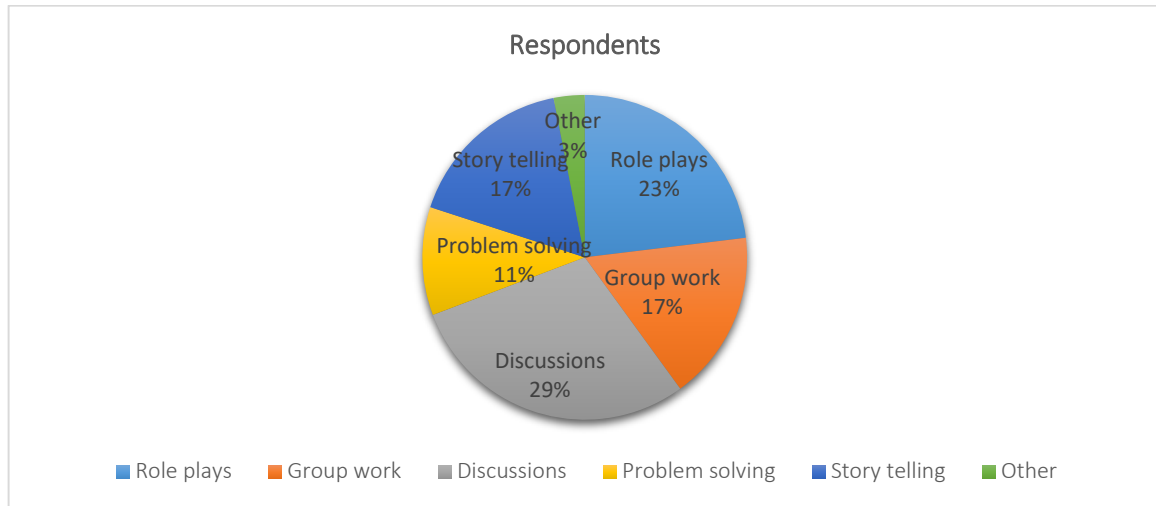


Figure 4: speaking activities preferred by the students

We looked for the strategies that students preferred most in the table below. It serves as an example of the methods that instructors can employ in speaking exercises. This table shows that talks (17%), group work (17%), and role-plays (23%) do not significantly differ from one another. However, students believe that engaging in a discussion is the best activity for learning to talk. This finding is in line with earlier studies that claim that speaking and listening to English are the best ways to learn it. As observed, nine respondents believe that narrative is the most pleasant strategy, while eight believe that problem-solving is the best. These findings demonstrate that respondents are already familiar with these strategies, and for the best learning outcomes, teachers should be aware of the activities that students like the most.

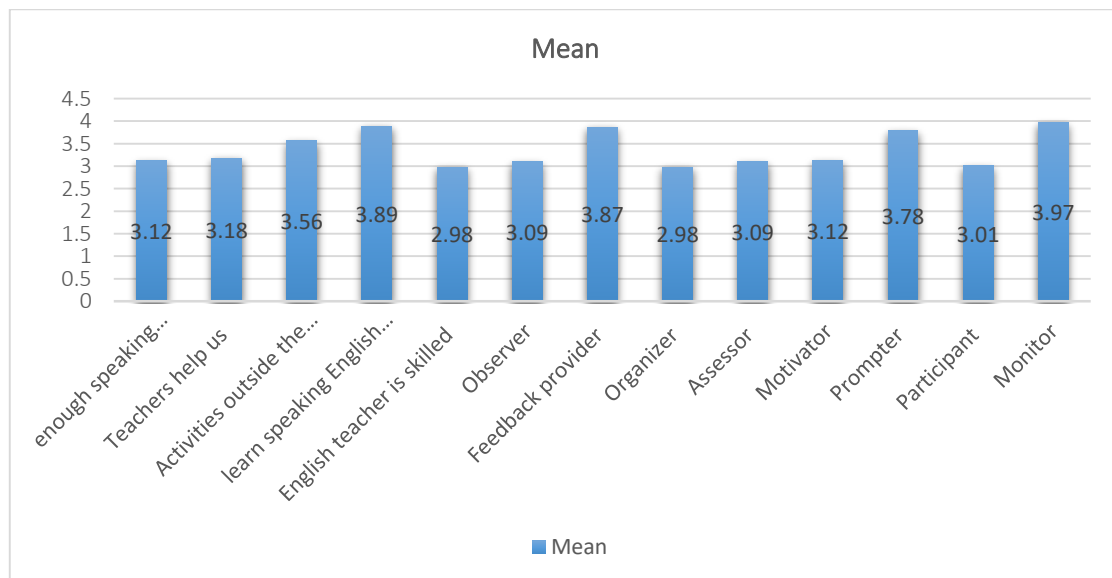


Figure 5: Students' opinions of how their teachers help them learn and teach English speaking

According to the aforementioned table, the majority of students feel that speaking exercises in the classroom are insufficient, with a mean of 3.12. In contrast, the mean for "activities outside the classroom are more successful" was 3.26. The statement "I can learn English without a teacher" had the lowest mean score—2.98—for "English teacher is skilled to plan and conduct speaking activities." The argument that instructors help us talk in a variety of ways had a mean score of 3.17. The majority of respondents, with a mean of 3.87,

agreed that instructors function as observers, feedback givers, monitors, 3.09, motivators, 3.12, assessors, 3.78, prompters, and monitors, respectively.

## Conclusion

Due to the fact that English has emerged as the worldwide language for communication in a wide range of human endeavours, individuals have spent a great deal of time and money learning the language. The main factor that makes speaking the most crucial ability to develop is the need to communicate in English. Finding out the demands of the participants in language acquisition was one of the goals of this study. Speaking is the language skill that English learners want to develop the most, according to the study's findings, which show that the majority of respondents wish to do so. As a result, speaking exercises should be a big part of language classes because they help students develop other abilities as well. According to the literature, speaking teaching is crucial because it may help students improve their vocabulary, grammar, listening, and writing abilities. This study suggests that it is the instructor's duty to expose students to spoken discourses so that they can select the best linguistic idiom for the psychological and social roles they play in everyday interactions. Native speakers frequently anticipate who will talk next and know when to listen and when to speak. In order to avoid misunderstandings and insulting the listeners, EFL teachers should advise students to be mindful of such talks. The easiest way to achieve so is to encourage them to practise since they won't get a chance to apply it outside of the classroom. By providing diverse speaking activities, teachers can encourage students to practise other language skills while keeping this need in mind. English should be learned with other abilities because students require it for reading course materials, understanding lectures, and other tasks in addition to communicating. One of the speaking barriers, according to this study, is learners' reluctance to communicate in English due to a number of reasons, including: fear of making mistakes, low self-esteem, fear of teachers' negative comments, and inadequate vocabulary. Students who are worried about making errors and appearing dumb sometimes refrain from speaking. Students experience concern and anxiety as a result of the aforementioned issues, which diminishes their confidence to speak in front of their peers. According to the results of the interview, another factor contributing to students' reluctance to talk is when professors select a subject that they are unfamiliar with or find uninteresting; in this instance, they have nothing to say about it and don't appear eager to speak. The best way for language development to take place is through interaction, as the literature shows. It makes sense that increased engagement would result in increased language learning. Because they employ situational settings, repetition, and clarification to understand better during interactional contacts with other speakers input that is above their current level of English it will aid in their language acquisition (Ellis 1999).

Giving students chances by encouraging them to use English outside of the classroom, whether in everyday interactions with peers, English instructors, or even just native English speakers, is another crucial duty of educators. The evidence demonstrates that interaction is the most effective approach for language to develop. It makes obvious that greater interaction would promote better language acquisition. It will help them learn the language because they use context cues, repetition, and clarification to comprehend better when they interact with people who speak a language other than their native tongue (Ellis, 1999). In the classroom, the majority of them favour taking part in debates, role plays, and group projects. Using cutting-edge teaching strategies like role playing, group projects, discussions, group presentations, storytelling, visual descriptions, etc., teachers may help students enhance their expressive talents. These exercises are essential for the development of language because they may make some linguistic elements automatic, causing learners to use them without even realising it. This can increase fluency. Through these kinds of exercises, instructors can assist students in getting over their communication fears and boosting their self-confidence when speaking in English.

Once more, we've discovered that teachers are crucial in helping pupils improve their speaking abilities. Their main responsibility is to assist students in overcoming communication barriers and inspire them to actively engage in speaking activities. From the survey of the students and the interview, we may draw the conclusion that teaching foreign languages is a process that requires instructors to consider taking on a variety of responsibilities in the classroom. ELT instructors are required to provide effective instruction, mentor students, and uphold classroom order. From the survey of the students and the interview, we may draw the conclusion that teaching foreign languages is a process that requires instructors to consider taking on a variety of responsibilities in the classroom. ELT instructors are required to provide effective instruction, mentor students, and uphold classroom order. A decent level of education is something that instructors are required to provide and maintain, which is a vital job (Leu, 2005). To meet this criterion, teachers should be encouraged to put their passion, expertise, and talents to use. In light of the students' requirements and skills, teachers should do a range of responsibilities. It is our duty as English language teachers to play a significant role in assisting Iraqi students in developing their English-speaking abilities as well as other talents. By serving in a number of capacities, including providing feedback, organising, facilitating, prompting, motivating, and participating, instructors may be inferred to play a significant role in assisting students in learning to speak and overcoming their language difficulties. Additionally, they must understand how to specialise in a field and both traditional and modern language teaching techniques.



## References

- Banya K. & Cheng M. (1997, March 11-15). Beliefs about foreign language learning: A study of beliefs of teachers' and students' cross-cultural settings. Orlando, FL: Paper presented at the 31st TESOL Convention.
- Brown G. & Yule G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
- Brown, D. H. (1994). *Teaching by Principles: An interactive Approach to Language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Burkart, G. S. (1998). *Spoken Language: What It Is and How To Teach It*. Washington DC.: Center for Applied Linguistics 12/98.
- Ellis R. & Fotos S. (1999). *Learning a Second Language through interaction*. Oxford: Oxford University Press.
- Ellis, R. (1997). *Second Language Acquisition*. New York: Oxford University Press.
- Harmer, J. (2001). *The Practice of English Language Teaching*. Essex: Longman Press.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). London: Pearson Longman.
- Harmer, J. (2010). *How to Teach English* (6th ed.). Harlow, Essex, England: Pearson Longman.
- Huda, N. (1999). *Language Learning and Teaching: Issues and Trends*. Malang: IKIP Malang Publisher.
- Hymes, D. H. (1971). On communicative competence. In C. J. Johnson, *The Communicative Approach to Language Teaching* (1981) (pp. 5-26). Oxford: OUP.
- Kim McDonough, Alison Mackey. (2013). *Second Language Interaction in Diverse Educational Contexts*. Amsterdam, the Netherlands: John Publishing Company.
- Koran, S. (2015). Analyzing EFL teachers' initial job motivation and factors affecting their motivatiob in Fezalar Educational Institution in Iraq. *Advances in Language and Literary Studies*, 6(1), 72-80.
- Krashen, S. (1987). *Second Language Acquisition*. New York: Oxford.
- Leu, E. (2005). *The role of teachers, schools and Communities in Quality of Education: A review of the Literature*. Washington, DC: Global Education Center.
- Nunan, D. (1989). *Designing task for communicative classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (2003). *Practical English Language Teaching*. Boston, Massachusetts: Heinle and Heinle Publishers.
- Reddy B. B. & Gobi M. M. (2013). The role of English language teacher in developing communication skills among the students of engineering and technology. *International Journal of Humanities and Social Science Invention*, 2(4), 29-31.

Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press.

Ur, P. (2012). *A Course in English Language teaching* (2nd ed.). Cambridge: Cambridge University Press.