MPRI-JAEE | INTERNATIONAL JOURNAL OF ASSESSMENT & EVALUATION IN EDU.
VOL. 04 NO. 8 – APRIL, 2024

EXAMINING THE TEACHING TECHNIQUES USED IN IMPROVING ENGLISH SPEAKING SKILLS AMONG SENIOR SECONDARY SCHOOL STUDENTS IN MAIDUGURI METROPOLIS BORNO STATE, NIGERIA

MONICA EMMANUEL ALAKU, PhD; ABDULLAHI MOHAMMED TIKWA; & SALAMATU SULEIMAN KWOKU

Department of Arts Education, Nasarawa State University Keffi, Nigeria.

Abstract

In this twenty-first century, the English language teacher is the only person who can make a classroom vibrant by teaching energetically. It is the only job of an English language teacher to deliver instruction to their students and make the teaching-learning process of the English language effective. The ability to communicate effectively in English is a critical skill for students in today's globalized world. However, many secondary-level students in Maiduguri struggle with speaking skills due to a lack of exposure to authentic English environments and limited opportunities to practice speaking in the classroom. This research aims to investigate the effectiveness of various techniques of teaching speaking skills at the secondary level to examine the teaching techniques used in improving English speaking skills among senior secondary school students in Maiduguri metropolis Borno State, Nigeria. If the presentation of the lesson is effective, the students can accomplish the goals of life via the acquisition of knowledge in the genuine meaning. With the help of this research, the readers will be able to understand the different maxims, guidelines or techniques to be used by an English language teacher to make teaching effective and more fruitful.

Keywords: Teaching, Techniques, English, Speaking, Skills

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Introduction

English as the global language for communication has become an absolute necessity. In many parts of the globe, English education is playing a significant role, especially in non-English speaking countries around the world. Many countries emphasize the English language in their education system; this is evident in countries where the English language has become the main international language (Rose & McKinley 2018).

Teaching a language means to enable the student to communicate in that language. Language comprises four skills- listening, speaking, reading and writing. It is essential, therefore, that we equip students with the language skills they need. These language skills are often divided into two types i.e. receptive and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are as productive skills.

Regarding the concept of language teaching, Wallace (2004, p.1) says, "Late twentieth century is an era of commutation." English has become the lingua franca of the world. Later, speaking skills are given more emphasis in language teaching because language is for communication. Speaking is one of the most essential skills that must be practised to communicate orally. Communicative activities are developed for oral proficiency i.e. speaking skills.

Similarly, Kayi (2006, p.4) says:

> In traditional classrooms, speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable. There is only one correct and predetermined answer in the traditional approach. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question. On the other hand, communicative language teaching (CLT) aims to promote the ability to use the language for effective communication.

Ellis (2003, p.91) says "Communicative language teaching has been designed to provide learners with opportunities for communicating in the second language." The development of speaking skills has particular importance in CLT.

The researchers discovered speaking skills are effective in promoting students' proficiency in speaking skills. However, how should an English language teacher deliver instruction? What are the techniques English language teachers should employ while teaching? How does an English language teacher teach his students with more perfection? All these questions arise in the mind of an English language teacher during instruction. These are also some of the main obstacles an English language teacher has to overcome while presenting a lesson to the students. If the presentation of the lesson is effective,

the students can accomplish the goals of life via the acquisition of knowledge in the genuine meaning.

CONCEPTUALIZATION

Nature of the English Language

The English language is regarded as the backbone of all other subjects taught in schools. This is because it is the medium of instruction in most secondary in Nigeria. The English language is one of the core subjects recommended for secondary schools as stipulated in the National Policy on Education (FRN 2004). It is, therefore, an essential prerequisite for further education. The English language has typically four basic skills, namely listening, speaking, reading and writing. It is a medium of instruction in our schools and compulsory school subjects that must be passed at all education levels in Nigeria (Danladi, 2008). English is currently a normal language. Students can learn English at school, but they can also learn English in non-formal teaching. In Indonesia, English is taught as a second language. The Indonesian government is adamant that the education and learning purpose of English among senior secondary school students in Maiduguri Metropolis Borno state, Nigeria is that students can achieve something useful with the language. Speaking skills are very important for student language skills to develop. Sthapit (2000) points out that the English language is essential among senior secondary school students in Maiduguri Metropolis Borno state, Nigeria for the following activities:

i. To participate in classroom interactions.
ii. To study course materials and other related academic and professional matters.
iii. To use it as a medium of expression in assignments, tests and examinations
iv. To read things for pleasure and general information.
v. To gain access to the world's body of knowledge.
vi. To appreciate movies, plays, talks, radio and television programs, etc.
vii. To keep themselves abreast of what is going on around the world.
viii. To participate in international meetings, seminars, conferences, etc.
ix. To communicate with foreigners in general.
x. To develop their personality and enhance their career development.

Teaching English became a professional and academic field a half-century ago. Much research for teacher education and teacher training has been conducted to raise the English teachers' as well as the foreign language teachers' knowledge and capabilities in carrying out effective lessons in classrooms of English learning. During the 3rd millennium of the speedily globalized world, teaching English as a common communication tool has become even more significant than two decades ago. For introducing the history, teaching methodologies, and pedagogies of teaching English as a Second/ Foreign Language, this book is composed as a reference for English teachers (Lin & Chien, 2010).

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Uysal and Yavuz (2018) argue that drama is efficacious in acquiring both linguistic and non-linguistic competencies in language learning. While it highlights the listening and speaking skills, drama-oriented exercises can also be designed to teach grammar, pronunciation, vocabulary and the culture of the target language. The role of the teacher in the drama activities is different from the traditional one. The teacher collaborates with the students and guides them without interrupting too much before and during the activities. The teacher is a facilitator and counsellor and encourages them to express their ideas and emotions beyond their linguistic boundaries. Lastly, many studies show the benefits of drama in language learning and show different aspects of using drama in language classrooms. However, it is found that there is still a lack of empirical studies on the effect of drama exercises on foreign language learning.

Nature of Speaking Teaching

Speaking teaching is one of the main elements for students in learning English. According to Isk & Arwassid (2010), speaking skills are a skill in producing the flow of the artic language system sounds to convey wishes, needs, feelings and desires to others. This skill is also struck by the confidence to speak naturally, and honestly, and is responsible for eliminating psychological problems such as shame, low self-numbing, heavy tongue, and others. The purpose of speaking is generally due to the desire to convey a thought or idea to others (who are talking). The specific purpose is to encourage people to be more excited, allow others to follow or accept an opinion (idea), deliver information to their opponents, please others, allowing others to think and evaluate ideas. Speaking intimately with the realization; many of the impressions about people come from what they say and how they say it. Therefore, speaking teaching must be able to provide its contributions to improving students' abilities (Pandoyo, Valews & Listra, 2022).

Speaking is the most basic part of communication and hence to be a good communicator one should speak competently and fluently, using appropriate grammar and vocabulary and apply proper social and cultural etiquette apt to the situation (Tsabita Ananda Harahap 2021). The target of speaking teaching skills is to make the learner speak fluently, confidently, and interactively. This means all learners should be able to communicate well and encourage themselves to practice it with all their capability.

Speaking teaching has high attention in many language programs and undeniable strategy is a factor that affects teaching results. The strategy used to achieve writing skills and speaking would be different from the goals of each skill is unequal. The first related to the ability to produce a written language, while the second focused on the production of spoken language. In addition, the strategy to teach English skills must be made by each skill to achieve the expected results. Regarding the teaching strategy, ironically, based on the experience of researchers when learning English at high school, most high school students cannot speak English. In addition, those who graduated from secondary school do not have sufficient ability for English speaking as the teaching of English in Indonesia

is considered unsuccessful (Anjaniputra A. G. 2013) Therefore, the researcher conducts this study because the researchers argue that learning is still very bad in secondary school and therefore problem-solving is needed. This is due to various factors, one of which is the lack of student interest in learning to speak. Thus, researchers researched English teachers by collecting data, namely a strategy used by teachers who are considered successful in speaking.

Based on the explanation above, the learning benefits that will be obtained for students in this study, namely as a source of information to solve their problems in understanding the lessons of speaking; for teachers: as a reference that can be used to improve their teaching strategies in teaching speaking; and for researchers: as a source of information to solve their problems in understanding the teaching speaking. This provides additional information and experience in education, especially in teaching and speaking for prospective English teachers.

When studying a foreign language a few students use special strategies so long as they work for them. Oxford (cited in Murrieta and Hernández 2012, p.15) for instance, points out that those students who analyze without difficulty use an extremely good quantity of gaining knowledge of strategies. This means that the responsibility of teachers is to design an effective and efficient strategy based on the needs of student's education, with the overall goal of communicating using the language studied. This shows that the role of the teacher is to encourage students to speak English by using effective speaking strategies. Teachers use teaching strategies in education to address these issues.

Language and Language Skill

Language can be defined as a system of communication consisting of sounds, words, and grammar, used by a group of people to express thoughts, feelings, and ideas. It allows individuals to communicate with one another, express their beliefs and values, and transmit cultural knowledge (Sapir, 1921). Language can be defined as a system of communication that uses symbols, sounds, gestures, and/or written words to convey meaning between individuals or groups. It is an essential tool for human communication, allowing individuals to express themselves, share ideas, and understand one another (Merriam-Webster, 2023).

Language skill refers to the ability to use a language effectively for communication purposes. This includes various aspects such as reading, writing, listening, and speaking. Language skills are essential for effective communication and are developed through practice and exposure to the language (Council of Europe, 2001).

Language skills refer to the ability to use language effectively and efficiently for communication, including speaking, listening, reading, and writing. These skills are essential for effective communication in both personal and professional settings and are critical for success in many fields, including education, business, and healthcare. Developing language skills requires continuous practice and exposure to diverse linguistic

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

and cultural contexts. Improving language skills can lead to better academic performance, career opportunities, and social relationships (Sousa & Tome, 2021). Gupta (2017) listed the four categories of language skills as follows:

i. Listening Skills: Listening skills refer to the ability to receive and interpret spoken language. It involves understanding the meaning and context of the language spoken by others.
ii. Speaking Skills: Speaking skills refer to the ability to express oneself effectively and coherently using spoken language. It involves using appropriate vocabulary, grammar, and pronunciation to convey ideas.
iii. Reading Skills: Reading skills refer to the ability to understand written language. It involves interpreting and comprehending the meaning of written words, sentences, and paragraphs.
iv. Writing Skills: Writing skills refer to the ability to express oneself effectively and coherently using written language. It involves using appropriate vocabulary, grammar, and structure to convey ideas clearly and concisely.

Speaking Skill

According to Brown (2007), "Speaking is the productive skill in the oral mode. It involves not only pronunciation and vocabulary, but also grammar, discourse, and pragmatic competence". Speaking skill is the ability to convey ideas and information effectively through spoken language, using appropriate vocabulary, grammar, pronunciation, and intonation. It involves not only the use of language but also nonverbal communication such as body language, facial expressions, and gestures (Acker, 2018).

Speaking skills refer to the ability to express ideas, thoughts, and feelings effectively through verbal communication. It involves the use of appropriate vocabulary, grammar, pronunciation, and non-verbal cues such as tone, facial expressions, and body language. Good speaking skills are essential for effective communication in both personal and professional settings and are critical for success in many fields, including education, business, and politics. Developing speaking skills requires continuous practice, feedback, and exposure to diverse linguistic and cultural contexts. Improving speaking skills can lead to better academic performance, career opportunities, and social relationships (Jones & Leong, 2020).

Speaking skills refer to the ability to communicate effectively using spoken language. This includes fluency, pronunciation, intonation, and the ability to convey ideas clearly and appropriately in various social contexts. Good speaking skills are essential for success in both personal and professional communication, as they enable individuals to express their thoughts and ideas clearly and confidently. Developing speaking skills requires continuous practice, feedback, and exposure to diverse linguistic and cultural contexts. Improving speaking skills can lead to better academic performance, job opportunities, and social relationships (Zheng & Warschauer, 2020).

Speaking skills are an essential component of effective communication. To be a proficient speaker, one must develop various sub-skills, including pronunciation, intonation, stress, rhythm, and fluency. Pronunciation is the ability to produce sounds that make up a language accurately. Intonation refers to the rise and fall of the voice while speaking, which can convey emotions and attitudes. Stress is the emphasis placed on particular words in a sentence. Rhythm refers to the pattern of stresses and pauses in a sentence. Finally, fluency is the ability to speak smoothly without unnecessary pauses or hesitations. Developing these sub-skills can greatly enhance one's ability to communicate effectively in a given language. (Nunan, 2003) and (Celce-Murcia et al., 2010).

Various sub-skills of speaking skills include fluency, pronunciation, grammar, vocabulary, discourse organization, and pragmatics. Fluency refers to the ability to speak smoothly and without hesitation, while pronunciation relates to the accurate production of speech sounds and stress patterns. Grammar and vocabulary refer to the knowledge and use of the language's structure and lexicon. Discourse organization involves the ability to structure speech coherently and to use appropriate discourse markers. Pragmatics concerns the appropriate use of language in social and cultural contexts (Kang & Moran, 2021)

Teaching Techniques

It refers to a range of strategies and approaches used to facilitate language learning, including activities, tasks, and materials (Richards & Rodgers, 2014). Teaching technique is a mode of executing a plan for aiding learning on the part of the learners. It evaluates teaching in terms of goal-directed connected teaching behaviour for achieving constrained instructional goals. It provides an analytic approach to education. The teaching strategy employed in a particular teaching-learning situation depends on several elements including the objectives, the teaching methods, the capacity of the students, the personality and experiences of the teachers and so on. The analytical approach not only assists in improved understanding of teaching on the part of the teachers but also increases the efficacy of training by simplifying the training tasks to be learnt. (Jangira 1983). Techniques of teaching speaking skills refer to the activities and exercises designed to help learners improve their oral communication skills and build their confidence in using the language in real-life situations (Burns, 2012). Generally, there are different techniques for teaching speaking skills in English such as role-play, discussions, debates, presentations, storytelling etc. so there are not any hard and fast techniques to teach speaking.

According to Anthony (1963:66), a technique is defined as a particular trick, stratagem, or contrivance used to accomplish an immediate objective. It is part of the tripartite framework proposed by Anthony. In brief, the technique is the implementation that takes place in a classroom. The technique must be consistent with a method and therefore in harmony with an approach as well. Techniques depend on the teacher, his artistry, and

the composition of the class. Particular problems can be tackled successfully by the use of different techniques. A particular technique might at one time in the progress of a course be used quite wrongly because it is out of order required by the method. Later on, it might be quite correct.).

Clarke (2983:111) summarized the inadequacy of Anthony's framework by saying that technique, by giving the impression that teaching activities can be understood as abstractions separate from the context in which they occur, and obscures the fact that classroom practice is a dynamic interaction of diverse systems. Later on, Richards and Rodgers (1982:154) rectify some of the limitations of the previous definition of techniques. They put the term of technique into the new term namely 'procedure' which refers to the actual moment-to-moment classroom activities. Procedure is the third level after approach and design, which comprises the classroom techniques and practices which are consequences of particular approaches and designs Teaching technique is nowadays used in several forms of activities in the classroom. One of which is communicative language teaching (CLT).

Teaching Techniques Used in Teaching English Language

A. Teacher-Centered Techniques

It refers to instructional methods that place the teacher at the centre of the teaching and learning process, where the teacher is primarily responsible for delivering content and making decisions about the direction and pace of the lesson (Reiser & Dempsey, 2018). Ormrod (2016) listed the teacher-centred techniques are as follows:

i. Lecture: The teacher delivers content through a structured presentation, often using visual aids such as slides or a whiteboard.
ii. Direct Instruction: The teacher presents content in a step-by-step manner, often using scripted lessons and incorporating frequent checks for understanding.
iii. Questioning: The teacher asks students questions to gauge their understanding of the content and encourage critical thinking.
iv. Demonstration: The teacher models a skill or concept for students to observe and learn from.
v. Drill and Practice: The teacher provides students with repeated opportunities to practice a skill or concept until mastery is achieved.
vi. Memorization: The teacher emphasizes rote learning and repetition of information to aid in retention.
vii. Narration: It is one of the important techniques for communicating knowledge. The purpose of narration is to present a clear, vivid, interesting and orderly sequence of learning events to the children. Narration is an art for the teacher to present his/ her lesson in the form of a story by giving an account of the events to make his teaching more interesting. To be a good narrator, a teacher should know the skill of using proper language and speech in the classroom.

viii. Description: It is like narration. The description is defined as "the act of representing a thing by words, amount of the properties or appearances of something." (Kochhar 2004, Pg. 86). If we explain it in simple words, we can say that description is the depiction of any event, persons, or events in words. The main purpose of the description is to present the matter of teaching in the form of a mental picture or image among the students. A study of descriptive essays, poems and other forms of literature in various subjects will help a teacher to develop the powers of description.

ix. Explanation: It means the art of talking to make one understand the concept, theory, idea, or action clearly. Explanation is more difficult than structure, system, methods, techniques, procedures and processes used by a teacher while teaching or imparting instruction to the students. The term strategy means those procedures and methods by which the objectives of teaching are realized in the class. We can understand the concept of teaching strategy more clearly and precisely with the help of the following definitions.

B. Student-Centered Techniques

It refers to instructional methods that prioritize the needs, interests, and abilities of individual students, encouraging their active participation and collaboration in the learning process (Barkley et al., 2019). Some examples of student-centred techniques are as follows:

i. Cooperative Learning: A collaborative learning approach where students work together in small groups to achieve shared learning goals, often using structured group tasks and group accountability strategies (Johnson et al., 2020).

ii. Problem-Based Learning: An approach where students work in small groups to solve real-world problems, applying knowledge and skills learned in class to analyze and develop solutions to complex issues (Savery & Duffy, 2015).

iii. Inquiry-Based Learning: An approach that emphasizes student-driven exploration and discovery, encouraging students to ask questions, investigate, and construct their knowledge (National Research Council, 2012).

iv. Project-Based Learning: An approach where students work on a project over an extended period, often involving collaboration, research, and the application of knowledge to create a final product (Buck Institute for Education, 2022).

v. Flipped Classroom: An approach where students engage with instructional content outside of class time (e.g. through video lectures), allowing for more active, collaborative learning experiences during class time (Tucker, 2012).

Teaching Techniques for Improving Speaking Skills among Secondary School Students

Goh and Burns (2012), point out the techniques for teaching speaking skills as follows:

i. Role-Playing: In this technique, learners act out a scenario or a situation, which allows them to practice speaking realistically and interactively.
ii. Discussion: This technique involves learners sharing their ideas and opinions on a particular topic in a group, which helps to develop their fluency and communication skills.
iii. Debates: This technique involves learners taking opposing positions on a particular topic and arguing their points in a structured and logical way, which helps to develop their critical thinking and persuasive skills.
iv. Storytelling: This technique involves learners sharing a personal experience or a narrative, which helps to develop their storytelling and presentation skills.
v. Pronunciation practice: This technique involves learners practising and refining their pronunciation of sounds, stress, and intonation, which helps to improve their overall speaking proficiency.
vi. Simulations: In this technique, learners engage in simulated or role-playing activities that are based on real-world situations. This helps learners develop their ability to communicate in contextually appropriate ways
vii. Collaborative Learning: This technique involves learners working together in pairs or small groups to practice speaking. Learners can share ideas, give feedback, and support each other's learning.
viii. Public Speaking: This technique involves learners delivering speeches or presentations to an audience. It helps learners develop their confidence, public speaking skills, and ability to communicate effectively with a large group.
ix. Drama: It involves learners performing scripted or improvised scenes. This helps learners develop their ability to communicate in different contexts and with different types of audiences.
x. Technology-mediated communication: The use of digital tools and platforms such as video conferencing, social media, and messaging apps to facilitate communication and interaction in English with peers and speakers of English in real-world contexts (Kessler & Bikowski, 2020)

Need and Importance of Teaching Techniques in English Language

Some of the need and important techniques are as follows:

i. One of the most important needs of the techniques of teaching is that it helps to attract the students' attention in the classroom.
ii. Proper use of techniques in teaching makes the students interested in the subject and creates eagerness to learn more.
iii. They stimulate the minds of the students to learn.
iv. They make the children understand the subject rather than just memorize it
v. They encourage the students to prepare for the lesson before the commencement of class.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

vi. They are necessary as a means of creating or sustaining interests among the children

Proper use of techniques of teaching leads to the retention of subject matter taught to children more thoroughly.

THEORETICAL FRAMEWORK

A variety of learning theories have arisen within and impacted the course of, the field of education. But these theories aren't just abstract ideas or academic concepts — on the contrary, they're practical approaches to education that teachers can put into use to help students learn more effectively at every age. That's an important topic that we'll discuss more later on in this guide, where we'll share a few tips and strategies for utilizing theories of learning in the classroom. For now, let's look at some key differences between five of the most prominent learning theories: Behaviorism, Cognitivism, Connectivism, Constructivism, and Humanism.

Behaviorism

Founded by John B. Watson (but widely associated with Ivan Pavlov and B.F. Skinner), Behaviorism is the idea that — like Bandura's Social Learning Theory — children learn by observing the behaviour of others, whether adults and authority figures or friends and peers their age. In Behaviorism, the learner's mind is a "blank slate" ready to absorb knowledge — and repetition and reinforcement play a key role in communicating with students. For instance, the teacher will use either negative or positive reinforcement, which respectively means subtracting ("negative") or adding ("positive") something, to reinforce the desired behaviour (or discourage an undesired behaviour). An example of positive reinforcement might be rewarding or praising a behaviour like volunteering during group discussions.

Cognitivism

Introduced during the middle of the 20th century, Cognitivism shifts away from Behaviorism to place a heavier emphasis on the internal thoughts of the observer, as opposed to merely observing others' behaviour and responding to stimuli. In contrast to Behaviorism, Cognitivism holds that learning chiefly takes place while the student is working to break down and organize new information in their mind. Journaling is frequently suggested as a helpful classroom exercise that uses the principles of Cognitivism. We'll explore some additional ways of applying Cognitivism and other learning theories at the end of this guide.

Constructivism

According to Constructivist Learning Theory, or CLT, students learn new information by building upon — or in other words, constructing — knowledge they've already gained.

This represents a more active approach to learning, as opposed to an approach like Behaviorism, where students arguably take a more passive role in learning. Cognitive Constructivism is associated with Jean Piaget, while Social Constructivism is linked to pioneer Lev Vygotsky. You can read more about the differences between Social and Cognitive Constructivist Theory here.

Humanism

Founded by pioneers like Carl Rogers, James F. T. Bugental, and Abraham Maslow (whose famous "Hierarchy of Needs" you're likely already familiar with), Humanist Learning Theory (HLT) is a learner-centric approach to education. Humanist Learning Theory places a heavier emphasis on the learners themselves — and their untapped potential — rather than the methods of learning or the materials being taught. Built on the premise that humans are fundamentally good and will act appropriately if their basic needs are met, HLT prioritizes meeting the unique emotional and academic needs of each learner so that they are empowered to take greater control over their education.

Connectivism

Connectivism, as we mentioned above, has been called a learning theory for the 21st century. But, other than its relatively recent introduction as a theory of learning. Critically, Connectivist Learning Theory makes effective use of technology, which is an essential tool for learning — particularly among Generation Z students and future generations. Connectivism also places a strong emphasis on the ability to find and sift through information to conduct reliable research. Some examples of a connective approach to teaching might be to have your students write a blog or launch a podcast together — activities that merge technology with group and community interaction.

Applications of the Theories
Ways to Apply Behaviorism

Provide positive reinforcement, like rewards and recognition, to students who show outstanding improvement, effort, or performance.
Repeatedly use body language and nonverbal or physical cues to reinforce and manage behaviour — for instance, one educator suggests folding your arms and moving to a specific area of your classroom when your students are becoming disruptive to the learning environment.

Ways to Apply Cognitivism

Engage your students in group or class discussions.
Encourage your students to identify links between concepts or events.

Ways to Apply Humanism

Identify ways to provide your students with more control over the direction and pace of their learning. Provide ample support, encouragement, and motivation to your students to help them build confidence and connect with the material.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Ways to Apply Connectivism

Bring more educational technology into the classroom.

Teach students how and where to find quality information and conduct solid research — a critical skill that will aid them with tasks like writing and studying throughout their whole academic careers.

Importance of the Theories to this Research Paper

Theories of learning can provide clarity and direction by offering a set of principles or guidelines to build your teaching approach around.

The more theories of learning you're familiar with, the more strategies you'll have to connect with a diverse range of students who come from different backgrounds, learn at different paces, and face different academic challenges or obstacles.

Learning theories facilitate clear communication between teachers and students (including nonverbal communication like body language, as we saw in the section on Behaviorism), along with parents, families, and school administrators.

As learning outcomes improve, students will also build confidence and self-esteem.

Conclusion

The paper was titled "Examining the teaching techniques used in improving English speaking skills among senior secondary school students in Maiduguri Metropolis Borno State, Nigeria." A range of teaching techniques were utilized by teachers to enhance their students' speaking abilities. A variety of teaching techniques were used by teachers to teach speaking skills with role-play being the most commonly used technique. Other techniques, such as acting, dramatization, mock presentation, personification, simulation, communication, dialogue, and group work, were also used to varying degrees. This indicated that teachers used diverse methods to engage students and improve their speaking skills. Puppets or being a ventriloquist, acting, dramatization, drilling, imitation/caricature, latest speaking technique, mime, and simulation were the most rarely used techniques. Speaking activities were a popular technique among secondary school teachers for teaching speaking skills. It indicates that this method will be considered effective in enhancing students' speaking abilities. The researchers discovered during the literature review that using interactive techniques, such as role play and dramatizing, effectively engaged students in speaking activities and improved their speaking skills.

Suggestions

Based on the ongoing discussion, the following suggestions were made:

1. For teaching and learning to be effective, there is a need for the teacher and students to establish communication skills.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

2. Both the teacher and students need the teaching and learning skills for effective and efficient teaching and learning.
3. Materials for the operationalization of the teaching and learning of the English language need to be available for the both teacher and students

References

Acker, M. (2018). Speak With No Fear: Go from a nervous, nauseated, and sweaty speaker to an excited, energized, and passionate presenter. Baker Books.

Anjaniputra A. G. (2013). Sukatan Pelajaran Kurikulum Bersepadu, Kurikulum Bersepadu Bahasa Inggeris Tingkatan Empat. Kuala Lumpur: Pusat Perkembangan Kurikulum.

Anthony, V. (1963). Evaluation of perceived ability and speed of response among students of Government Technical College Enugu. *Seminar Paper Presented to Department of Psychology, ESUT Enugu.*

Barkley, Y. Tasu, H. (2019). Assessment of the influence of ability belief on reading comprehension passages among grade 3 school children. *International Journal of Educational Development. 29, 7: 982-997.*

Brown, E. (2007). Persepsi Pelajar Prasiswazah Program Pengajian Bahasa Inggeris Mengenai Kecekapan Kendiri dalam Kemahiran Kebolehgajian dalam Sektor Pekerjaan, Kajian Malaysia- Journal of Malaysian Studies 32 (2), 93-112.

Buck Institute for Education, (2022). Reported influence of self-concept of ability on academic performance.

Burns, V. (2012). Relationship between students' perceived ability belief and academic performance in Gombe State. Available online from *http://www.jefedu,com*. 4th May 2012.

Celce-Murcia, U, (2010). Issues on use and standard of English Language among Nigerian students. Keynote Address Presented at the 21st Annual Conference of Nigeria English Studies in Lagos.

Clarke, N. (1983). Relationship between Ability Belief, self-esteem and academic performance. *European Journal of Educational Studies*. Online from *http://www.eurojournals.com.ejes*

Council of Europe (2001), Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Cambridge University Press

Danladi, F (2008). Dual-Language Programme (DLP) Students' Level of Enthusiasm and Confidence: A Preliminary Study. Journal of Teaching & Learning Journal of Education and Practice www.iiste.orgISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.10, No.29, 2019 123 English in Multicultural Contexts, 2(1), 13-22.

Ellis, R. (2003). Task-based language learning and teaching. Oxford: Oxford University Press

Federal Government of Nigeria (2004). National Policy on Education (Revised). Lagos: Government Press

Goh, R. & Burns, F. (2012). Expectancies, values, and academic behaviours. Theoretical perspective. *Educational Psychology Review*, 1: 23-29.

Gupta, B. (2017). Teaching Speaking Skills: Practices and Techniques in Rural Schools. Journal of Education and Practice www.iiste.orgISSN 2222-1735 (Paper) ISSN 2222-288X (Online) 10, No.29, 2019 117

Isk B.& Arwassid E. (2010). Linking Critical Pedagogy Practice to Higher Education in Malaysia: Insights from English Language Teachers. *Asia Pacific Journal of Education*, 39(1), 1-13.

Jangira, G, (1983). Understanding of the relationship between interest and expectancy for success

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Johnson., V. Guda, B. (2020). Motivational determinants of risk-taking behaviour. *Psychological Review,* 64, 359–372.

Jones, G. & Leong, D. (2020). Self-Efficacy: A theoretical analysis of its determination and academic performance. Online from www.jstor.org/stable/258770

Kang, V. & Moran, M. (2021). Evaluation of the relationship between expectancy-value and academic achievement. Online from http://www.psyonline.ed, 13th August 2012.

Kessler, B. & Bikowski, Y. (2020). Relationship between ability belief in English Language, examination anxiety and academic performance of senior secondary 3 students in Uyo, Akwa Ibom State. *Unpublished Thesis of River State University.*

Kayi, H. (2006). Activities to promote speaking in a second language. Retrieved on July,15 from http://iteslj.org/articles/Kayi-teaching Speaking.html.

Lim, I. K., Melor M., Y. & Mohamed, A. E. (2017). Build Me Up: Overcoming Writing Problems among Pupils in A Rural Primary School in Belaga, Sarawak, Malaysia.

Lin H. & Chien, R. L (2010). To Tell or Not to Tell: Exploring Malaysian Teachers' Perceptions Towards Storytelling in English Classrooms. *International Journal of Academic Research in Progressive Education and Development*, 7(4), 319-339.

Merriam W. (2023) The myth of job readiness? Written communication, employability, and the 'skills gap' in higher education. Studies in Higher Education, 42(3), 591-609.

Murrieta, B. & Hernández, M. (2012) Employer demands from business graduates. Education + Training, 58(1), 112-132.

National Research Council, (2012). *Social Foundation of Thoughts and Action: A Social Cognitive Approach*. Englewood, NJ: Practice – Hall, Inc.

Nunan, C. (2003). Influence of perceived value and self-concept of ability on student's performance in English Language and mathematics. *Panoramic Trends in Education Bulletin 2, 635 – 641.*

Ormrod, B. (2016). *SPSS Survival Manual*. New York: Open University Press, USA.

Pandoyo S, Valews N. P, Listra S, Erikson S. (2022) "Speaking Teaching Strategies on Secondary School English Teacher" https://Doi.Org/10.32682/Jeell.V8i2.2147 Doi: 10.32682/Jeell.V8i2.2147

Reiser Z. & Dempsey, R. (2018). Unemployment in developing and underdeveloped countries. *A World Bank Report*.

Richards, D. & Rodgers, M. (1982). Relationship between ability belief, task difficulty and academic performance. *Unpublished Seminar Presented to the Department of Education, Ebonyi State University*.

Richards, Y. & Rodgers, G. (2014). Determining sample size for research activities. *Educational and Psychological Measurement*, 30: 6007-619.

Rose, H., & McKinley, J. (2018). Japan's English-medium Instruction Initiatives and the Globalization of Higher Education. Higher Education, 111-129

Sapir E. (1921). "Language, An Introduction to the Study of Speech" New York: Harcourt, Brace, https://www.ugr.es/~fmanjon/Sapir,%20Edward%20-%20Language,%20An%20Introduction%20to%20the%20Study%20of%20Speech.pdf

Savery A. & Duffy, Z. (2015). *An Introduction to Motivation*. New York: American Book-Van Nostrand-Reinhold.

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]

Sousa, H. & Tome, N. (2021). EL (Journal of English Education, Linguistics, and Literature 08 No. 2, 2022

Sthapit A.K (2000) Study of In-Service Training, Job Promotion, Working Environment and Work Passion on Job Performance among the Primary Schools' English Teachers in Malaysia. Universiti Tunku Abdul Rahman, Faculty of Business and Finance, Department of Business. Selangor: http://eprints.utar.edu.my/2653/1/FYP_G26.pdf.

Tsabita B. Ananda, Y., & Harahap M. (2021). Pedagogy in Speaking: Challenges Addressed by Teacher-Student in the ESL Context. *International Journal of Applied Linguistics & English Literature*, 7(3), 97-107.

Tucker, T. (2012). Ability belief as a predictor of grade 8 students' academic achievement. *Asian Education Review*. 22: 89- 94.

Uysal, N. D. & Yavuz, F. (2018) Language learning through drama. International Journal of Learning and Teaching. 10(4), 376-380.

Wallace, M. J. (2004). Classroom observation task. London: Arnold.

Zheng F. & Warschauer, H. (2020). Impact of insurgency on lecturers, students and school administrators in Maiduguri Borno State. In S.O. Oluwuo, N. J. Okoli, S. D. Assat & C. M. Uche (ed). *100 Years of Education in Nigeria: Issues on Policies, Reforms and Administration: Book of Reading 1.* Port Harcourt: University of Port Harcourt

EDITOR-IN-CHIEF
Prof. A.I. Mteiye [MALAWI]