An Important Part Of Voice And Tone Of Speech In Integrated Skills

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ABSTRACT

The learning situation is influenced by various aspects of the learning environment, such as classroom discourse, tone of voice, and content. These factors influence student interaction, understanding, and motivation. Constructive criticism helps improve learning, while peer tutoring supports collaboration and knowledge sharing. This article examines how these elements shape the classroom experience and contribute to effective learning.

Keywords:	Learning situation, academic discourse, criticism, monitoring, tone of voice, and collaboration with discourse content.

Even though teachers have the primary authority over classroom discourse, the role of students should not be overlooked. The teacher's attitude and perception of students can significantly influence students' motivation to engage in discussion and personal interaction with the teacher.

Language learning is not just about vocabulary and grammar; the way words are spoken has a significant impact on understanding and interaction. The tone of speech—which includes elements such as pitch, intonation, volume, and emotional inflection—plays a crucial role in conveying meaning and enhancing engagement in the learning environment. In the classroom, both teachers and students rely on tone to communicate effectively, express emotions, and maintain a dynamic learning environment. The integrated language skills that include listening, speaking, reading, and writing are particularly sensitive to changes in tone. For example, a teacher's encouraging tone can motivate students, while a monotonous or harsh tone can reduce enthusiasm and discourage participation. Similarly, students who develop an awareness of tone can enhance their communicative competence and make their spoken and written language more expressive and meaningful. This article explores the multifaceted role of tone in language learning, examining its impact on the development of integral skills. By analyzing how tone shapes comprehension, engagement, and communication, this discussion highlights the importance of understanding tone in language teaching. It also examines practical strategies that teachers can use to create a positive and supportive learning environment through the deliberate modulation of tone. Understanding the impact of tone in teaching and learning can contribute to more effective pedagogical approaches, ultimately improving student language acquisition outcomes.

Tone of voice plays a crucial role in shaping the nature of data patterns because it effectively conveys the teacher's attitude toward his or her students. A detached or indifferent tone is unlikely to create a positive learning

environment; on the contrary, it can contribute to students' avoidance of learning and aversion to academic work. Furthermore, negative interactions have a stronger impact on students than positive reinforcement, further reducing their motivation. In addition to tone, the content of a teacher's speech is equally important in classroom communication. Language that belittles or discourages students does not facilitate learning or attention, and may instead lead them to shift their focus to another teacher who is providing a supportive learning experience.

An example of the importance of tone and content can be seen in Harry Potter. The Potions Master Severus Snape is described as having a cold, low, and sarcastic voice [Rowling, 2003: p.322]. His manner of communicating with his students is not encouraging or friendly, as can be seen in his speech to his Potions class: " *While some of this class are undoubtedly morons, I expect you to shake off the 'Accepted' BLANKET or face my disapproval* ." [Rowling, 2003: p.209]. In addition, he is demanding and is not afraid to publicly express his opinions about his class failures: " *So, whether you are going to try NEWT or not, I advise you all to concentrate your energies on maintaining the high passing rates that I expect from my OWL students* ." [Rowling, 2003: p.210). Snape's communication style does not meet the students' need for positive reinforcement in classroom discourse, as it focuses more on what students can do and is more likely to do wrong. It does not help students learn more, as it can create an undesirable trait of fear and reluctance in the discourse.

Another teacher in the Harry Potter series who is not well-liked and is not wanted in his classes is the history teacher, Professor Binns . He is described as having a " *raspy, frightening voice that can put you to sleep within ten minutes* " [Rowling, 2003: p.206]. On the same page, it is noted that he never changes the format of his lessons, as when he lectures, his unchanging tone, without pausing, contradicts Walshaw and Anthony's (2008, p.519) argument that good teaching requires genuine engagement with students, which includes actively listening to their thoughts and ideas.

According to them, an effective teacher should create an interactive classroom environment by showing interest in students' contributions.

A powerful fictional example of poor teaching communication is Professor Umbridge in Harry Potter and the Order of the Phoenix. She is considered the most unpleasant and ineffective teacher at Hogwarts, as her voice and delivery fail to engage students in a positive way. Rowling (2003, p.191) describes her voice as *"high, breathy and girlish* ", a quality that fails to engage students' interest. Although she initially tries to establish a friendly tone: *"I look forward to meeting you all and I'm sure we'll get on very well. good friends* " (Rowling, 2003, p.191), whose patronizing attitude quickly alienates the class. This demonstrates the importance of teachers treating students with respect and equality, while maintaining classroom authority through systematic control over discussions and activities.

In addition to her tone, Umbridge's speech seems pompous, full of overly complex words that may not resonate with students who are used to direct communication. As a result, her lessons are ineffective. Furthermore, she does not seem to care whether the students are actually engaged or not when they are quiet. This is evident in Rowling's description: " *Harry has the impression that a large-scale riot might be taking place right under her nose, and she continues her speech" (Rowling, 2003* , p.192). Her indifference further undermines her credibility as an educator.

In contrast, Dead Poets Society offers a limited understanding of how tone of voice affects students, as it focuses primarily on Keating's unconventional teaching style. He distinguishes himself by using humor and a relaxed approach, treating students as intellectual equals rather than talking down to them. This earns him respect.

The other teachers in the film are less developed as characters, but they are generally portrayed as rigid and traditional. When they speak, their tone is harsh and uninspiring, lacking warmth and encouragement. However, the film does not explore in detail how their speaking style affects student engagement.

Speaking in a monotone, unchanging tone without interruption contradicts Walshaw and Anthony's (2008, p.519) argument that good teaching requires genuine engagement with students, which includes actively listening to their thoughts and ideas. According to them, an effective teacher should create an interactive classroom environment by showing interest in students' contributions.

The other teachers in the film are less developed as characters, but they are generally portrayed as rigid and traditional. When they speak, their tone is harsh and uninspiring, lacking warmth and encouragement. However, the film does not explore in detail how their speaking style affects student engagement. The way teachers interact with students in Dead Poets Society varies considerably, with some adopting a harsh and authoritarian tone. For example, one teacher addresses students as they walk to class, calling them "a terrifying phalanx of puberty." Another teacher enforces discipline with a stern and firm approach, warning students: *"Any homework that is not turned in will be deducted one point from your final grade. I urge you not to test me on this."* Such statements reflect a rigid, impersonal teaching style that prioritizes discipline over learning, and contrasts sharply with Keating's more interactive and inspiring methods. However, beyond Keating, the film provides little insight into the pedagogical styles of other teachers, limiting the ability to analyze them in depth. Nevertheless, the examples available show that when teachers adopt a unique and engaging approach rather than being distant, authoritative, or overly strict, students tend to be more receptive and engaged. In a variety of learning environments, both the tone of a teacher's voice and the content of their speech have a significant impact on students' motivation to learn, their level of participation, and the overall atmosphere in the classroom. Teachers play a key role in shaping classroom dynamics , as they largely control student behavior, academic engagement, and learning itself. Since their communication style significantly influences how students perceive and interact with the learning process, it is important to pay close attention to their speech

and the way they present information. As Hadfield points out, the ideal classroom environment is one that is both intellectually stimulating and emotionally supportive, allowing students to not only acquire knowledge during class, but also to retain and apply it beyond the classroom. In addition to simply delivering content, teachers should actively listen to students and acknowledge their ideas, as this fosters a sense of participation and inclusion. Students often expect some form of verbal response in the form of feedback, encouragement, or constructive criticism, which is essential for teachers to communicate in a way that fosters discussion and stimulates intellectual curiosity. *If a teacher consistently speaks in a monotone or fails to acknowledge student contributions, engagement levels can quickly decline* (Kokkonen , 2009, p.5).

Furthermore, Read (2008, p.612) examines the hierarchical nature of classroom power, noting that teachers have the highest authority in educational settings, followed by other adults such as teaching assistants, and students have the least authority. This imbalance in power dynamics further reinforces the responsibility of teachers to maintain an effective and supportive learning environment. In addition to the general effect, teachers can use a variety of techniques to enhance communication and create a more dynamic and engaging classroom experience. One of the most important factors is speaking style, as teachers can change their tone, pace, and instruction depending on the situation. By changing speaking styles and adapting communication strategies, teachers can make lessons more interesting, encourage participation, and create a structured and engaging environment.

It is important for teachers to use a supportive and encouraging communication style, as negativity can be disproportionately powerful. Teachers often find it easier to criticize than to praise, and similarly, students tend to remember negative feedback more vividly than positive reinforcement. A communication style that emphasizes negative feedback can undermine students' self-confidence and discourage them from actively participating in classroom discussions and the

overall learning process. Bushell emphasizes the importance of reinforcing positive behavior, arguing that focusing too much on students' mistakes will not encourage them to engage or improve their learning experience. Axelrod also argues that negative reinforcement does not contribute constructively to classroom discourse because it is primarily used to eliminate undesirable behavior, not to encourage growth. In contrast, positive reinforcement often stimulates motivation, encouraging students to deepen their understanding and excel in their studies. Therefore, creating an uplifting and affirming classroom environment through positive reinforcement is much more effective in maintaining student engagement and creating a conducive environment for learning.

In a communicative approach, the choice of topics for discussion in a classroom plays a crucial role in maintaining student interest and motivation. Lessons should include topics that are relevant to the students' lives, as this makes participation more meaningful and learning more enjoyable. If students cannot see a personal connection to the topics being discussed, their interest can quickly wane. Hadfield suggests that students should be encouraged to share personal experiences, express their opinions, and discuss their feelings, as such interactions develop a sense of camaraderie, mutual respect, and cooperation while simultaneously improving language skills (Kokkonen , 2009, p.6).

Furthermore, for classroom discussions to be truly effective, teachers must actively engage with their students, with the focus not only on the teacher's teaching but also on their learning needs. It is crucial for teachers to recognize and acknowledge students as active participants in the learning process. *"See student "* means understanding that classroom discourse should not be a one-way monologue, but rather a dynamic, interactive exchange that encourages student participation. A successful learning environment relies on meaningful teacher-student interaction, in which students are valued and encouraged to contribute their own perspectives.

Ayers argues that teaching should be seen as an interactive practice that prioritizes recognizing and understanding students as individuals. Each student has unique learning needs, and teachers should recognize these differences in their approach to learning.

While some teaching methods (for example, focusing solely on oral or written communication) may work well for some students, they may not be effective for others. Walshaw and Anthony (2008, p.519) emphasize the importance of teachers being attentive to their students, noting that effective teaching requires "observing students [and] listening attentively to their ideas and explanations." This suggests that classroom discussions should not be structured solely according to the teacher's wishes; rather, they should consider the ways in which students learn and process information. Teaching is not just about teaching a class, but also about addressing the unique learning styles of multiple individuals. Professional teachers can allow students to take on the teaching roles in the classroom. Goodlad and Hirst advocate the introduction of peer tutors because this approach provides an environment where students feel comfortable interacting with their peers and the assigned teacher. Similarly, Hadfield emphasizes the value of group cohesion, arguing that learning is more effective when students are familiar with each other and feel comfortable sharing information about themselves (Kokkonen , 2009, p.6). In this model, students have the freedom to form their own study groups, rather than being assigned to groups by the teacher, which increases their sense of familiarity and comfort.

Along with introductions, group activities should be tailored to students' proficiency levels to support their success. Face-to-face interaction in group settings allows students to naturally adapt their speech based on their audience, changing their language when they feel their peers are not fully understanding.

This interactive approach allows students to benefit more from classroom discussions than traditional teacher-led instruction. Because peer tutors tend to use simpler and more informal language than

professional tutors, it can be easier for students to engage with the material. Additionally, in peer-led groups, students feel more comfortable making mistakes, asking for clarification, and asking for repetition without fear of judgment, which enhances their learning experience. Students can be more involved and influential in the classroom without being formally assigned the role of peer tutor. Read (2008) studies that treating students with respect and allowing them to take a more active role in classroom discussions creates a more effective learning environment than a lesson that is strictly controlled by the teacher. Unlike Goodlad and Hirst , Read (2008, p.612) does not advocate designating specific students as tutors. Instead, he suggests that students be given more responsibility for shaping discussions without being explicitly told. However, he also argues that students recognize the teacher's ongoing authority and follow classroom instructions even when the teacher is not playing a major role in facilitating the discussion. The concept of peer tutoring is widely used in the educational literature as a useful approach to education. It enhances students' understanding of the subject matter and also allows them to play a more active role in shaping classroom interactions. Axelrod highlights several benefits of peer tutoring, stating that it allows students to begin learning at a level appropriate to their needs, progress at their own pace, receive immediate feedback, and be taught using methods that are appropriate to their learning style. These benefits cannot be easily achieved if the teacher delivers the same instruction to the entire class at the same time (Axelrod, 2015, pp. 63-64). Given these positive effects, the incorporation of peer tutoring into classroom settings is highly encouraged, as it can lead to a more engaging and personalized learning experience.

The effectiveness of classroom discourse is shaped by many factors, including the teacher's tone of voice, communication style, and the level of authority given to students. A positive and engaging tone encourages student engagement and fosters a productive learning environment, while a monotonous or dismissive approach can be disruptive and hinder learning. In addition, incorporating relevant and familiar topics into discussions increases student interest and motivation. While some scholars, such as Goodlad and Hirst , advocate the introduction of peer tutors, others, such as Read (2008), suggest that students should be given more influence without assigning formal leadership roles. Regardless of the approach, giving students a greater sense of autonomy can lead to a more dynamic and productive learning experience. Axelrod's research further supports the benefits of peer tutoring, demonstrating that personalized student interaction can enhance understanding and allow for individualized learning progression.

Ultimately, successful teaching requires a balance between teacher authority and student participation. Teachers should strive to create a classroom environment that encourages collaboration, active participation, and adaptability to teaching methods. By recognizing students as active participants rather than passive recipients of knowledge, teachers can create a more inclusive and effective learning environment

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