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**Subject**

**teaching of English Language**

**TOPIC**

**Speaking skills**

**Speaking skills**

**Introduction**

Human beings can never live in isolation; they share the planet so they need to exchange messages with their partners for specific purposes. They need to share messages about their needs, passions, pains, anger, favourites, dreams, plans, and discoveries. They also need to find different means to exchange messages about these different purposes.

They can be involved in this process in what is known as communication when information flows from one person to another. Humans also developed various ways to exchange these message. Tassoni (2006) classified communication into four types; verbal, non-verbal, written and visual. The verbal one includes sounds, words, language and speaking. Whorf (1964) believed that language shapes the way we think and determines what we can think about. Simply, it is a means to transfer, record, text and register the ideas, feelings, discoveries, plans, experiences and knowledge people live English as an international language is used by the wider communities rather than its native speakers (Mckay, 2002: 5). It plays an important role in everyday situations all over the world and deals with all aspects of life. It is the language of science, information, technology, politics, economics and education. According to Online Webster Dictionary (2014), language is any means of conveying or communicating ideas can be expressed by writing or any other instruments. It is also defined as the forms of speech and methods of expressing ideas with care of arranging words. Another definition for the language is any system of symbols created for the purpose of communicating ideas, emotions, commands, between agents.

**Communication**

All species including human beings live in societies, so they need to communicate to share something or just to survive (Alexandar, 1974). Parents communicate with their unborn child in the antenatal stage to cue their baby into their voices and the world around them (Brock & Rankin, 2008 :4). Although babies lack the wording, they cry; varying their pitch to attract attention of adults and signify their needs (Iwaniec, 2004: 90). They have different cries for different purposes and parents soon recognize that each cry goes to which purpose (Buckley, 2003)! Rahman (2010) maintains that communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. We actively and consciously participate in the communication process in order to get, develop, inquire or give information and understand social conceptualizations.

Wilson ( 1979 ) explains that communication occurs whenever the behavior of one individual ( the sender ) influences the behavior of another ( the receiver ). Thus, Littlejohn & Foss (2008) defined communication as process that links discontinuous parts of the living world to one another. So far communication is any act by which one person gives to or receives from another person information about that person's needs, desires, perceptions, knowledge, or affective states. It can be intentional or unintentional, conventional or unconventional signals, linguistic or non-linguistic forms, or it may occur through spoken or other modes. (National Joint Committee for the Communication Needs of Persons With Severe Disabilities, 1992)

Communication is an activity of conveying or exchanging meaningful information between two or a group of persons (Windahl & McQuail, 1993), allowing a connection between two entities to take place (Rodriguez, 2006: 16). The exchange of thoughts, messages, or information happens by speech, visuals, signals, writing, or behavior (Cabeza & Kingstone, 2001: 187). The sender and the receiver must share a common experience with the message symbols; in other words, to encode and decode messages exactly the same way (Griffin & Moorhead, 2013: 309). Human communication must be purposeful.

**Speaking:**

Speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address. Speaking skills: Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that one won't be misunderstood by those who are listening. Description: Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. There are three kinds of speaking situations in which we find ourselves: 1. interactive, 2. partially interactive, and 3. Non-interactive. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood. Few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast. In all the above explained conditions speaking is always a headache for most of the people. Although the fear of speaking is common, studies show that ability to speaking can be enhanced by improving speaking skills.

**What to do before speaking?**

The first step to speaking is to think and the first step to perfect speaking is to thick positive. Good speakers have the ability to quickly analyze and absorb the information given to them, assess it fast and to make a decision and communicate that decision to other. Keep in mind to: 1. Be an active listener: The key ingredient towards making you a person who can think on the spot and respond intelligently is to be an active listener. This means listening carefully and giving your full attention to the words, tone, emotion and logic behind what the other one is saying. 2. Be a quick organiser of thoughts: All of us have the ability to think fast. The trick is to adopt some frameworks or models to structure new information into something coherent that we can respond with. One can break down issues or ideas into past, present and future. 3. Structure your speech in your mind: These are useful frameworks to organise ideas and thoughts quickly. The basic structure of any speech involves: Opening Body Conclusion It is very useful in delivering speeches and especially for speaking in situations such as table topics during meetings or other times when called upon to "say some words". Thinking before speaking is important for us to add value in terms of communicating our thoughts, ideas and feelings. We can touch lives through deeds and we can touch lives through speech. SpeakingSkills: Some speaking skills are: 1. Be prepared and practice. The more you know what you want to say, the better you'll get at it. First, brainstorm the topic of your speech and research it, if you need to. Write down all the points you want to make and then organize them into an outline. Then, practice your speech out loud at least 3 to 5 times. 2. Know your audience. The better you know your audience or listeners, the easier it will be to connect to them as you speak. When you are able to make that connection, you'll hold their attention. 3. Pay attention to the old KISS principle, that is, Keep It Short and Simple. When you are speaking don't beat around the bush or try to impress with complex metaphors. Stories, however, can be a powerful public speaking tool, especially when they contain at least a hint of humor. But again, keep them short and on point. Shorter messages leave more impression. They're also easier for your audience to remember.

**Interact with your audience.**

Lectures will rarely have the same impact on an audience that an open discussion will. Look for opportunities to involve your audience in what you are speaking about. Ask for validation of points you are making ("Am I right?" "Has that ever happened to you?") Or allow time for questions. Also, make sure to establish eye contact with your audience, and keep it throughout your speech. 5. Speak with sincerity and passion. When a person wants to leave a lasting impression with the audience about one’s topic then be sure that you are true to yourself and your topic as you speak .Don't be afraid to inject enthusiasm and passion into the speech as well. 6. Close your speech in a memorable way. Give your audience something to think about as you finish up your speech. Certainly, it's a good idea to summarize your main points one more time, but then finish up with an inspiring story or quote, or leave them with a thought provoking question. 7. Fluency The main goal is fluency. Remember that one don't have to know many complex grammatical structures to achieve that goal! First of all try to speak as fluent as possible (even making some grammar mistakes). Then, after making one’s speaking fluent, one can focus on grammar aspects. Speaking skills required in meeting: Speaking skills are very important in business. Those who are at ease conversationally have the ability to "connect" with others which builds rapport and, eventually, relationships. Effective business meeting communication is very much a learnable skill. Here are important tips on speaking well as a meeting participant. 1. Talk to the entire group. When speaking in groups moves your eyes around and talk to anyone who's listening to what you have to say. "When responding to a question, address the entire group, not just the person who asked the question," 2. Reach out and encourage feedback. Actively encourage comment and feedback based on what you have to contribute. 3. Mirror the tenor of the meeting. Another business meeting basic is establishing a comfortable atmosphere where everyone feels at ease. One effective way to achieve that is to establish a consistency in communication. If, for instance, most participants are keeping their remarks short, do the same. If their tone is low and reserved, follow their lead.

**Don’t be a time hog.**

Be thorough, but don't take much time to get your message across that you lose others' attention. Micro-skills: Here are some of the micro-skills involved in speaking. The speaker has to Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions. Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender. Put words together in correct word order. Use vocabulary appropriately. Use the language that is appropriate to the situation and the relationship to the conversation partner. Make the main ideas stand out from supporting ideas or information. Barriers while speaking: There are certain barriers to speaking: 1.Unclear messages. 2. Lack of consistency in the communication process. 3. Incomplete sentences. 4. Not understanding the receiver. 5. Words can have different meanings to different listener. 6. Use of negative words. Now the question arises how we can improve our speaking skills How to improve speaking skills: 1. Practice where you can, when you can: Any practice is good whether you speak to someone who is a native English speaker or not. 2. It's important to build your confidence. If possible, use simple English sentence structure that you know is correct, so that you can concentrate on getting your message across. 3. Try to experiment with the English you know. Use words and phrases you know in new situations. Native English speakers are more likely to correct you if you use the wrong word than if you use the wrong grammar. Experimenting with vocabulary is a really good way of getting feedback.

**Try to respond to what people say to you.**

You can often get clues to what people think by looking at their body language. Respond to them in a natural way. 5. Try NOT to translate into and from your own language. This takes too much time and will make you more hesitant. 6. If you forget a word do what native English speakers do all the time, and say things that 'fill' the conversation. This is better than keeping completely silent. Try using um, or err, if you forget the word. 7. Don't speak too fast! It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you. 8. Try to relax when you speak you'll find your mouth does most of the pronunciation work for you. When you speak English at normal speed, you'll discover that many of the pronunciation skills, such as linking between words, will happen automatically. 9. Remember, when speaking English Try to become less hesitant and more confident. Don’t be shy to speak the more you do it, the more confident you'll become. Remember to be polite use "please" and "thank you" if you ask someone to do something for you. Conclusion: Unlike a written text where we can re-read information, a speaker has to speak the word. These words can’t be removed. There is no opportunity for listeners to recapture the words once they have been said. To maintain listener’s attention, speech needs to be well planned. While speaking consider these: Happy is the hearing man; unhappy the speaking man. The difference between a smart man and a wise man is that a smart man knows what to say, and a wise man knows whether or not to say it. Speak well and live well.

**Communication process:**

The communication process involves multiple stages. At each stage, there is a potential for barriers to be formed or problems to arise. Konar (2011: 161) identified activities which are involved in the communication process as follows:

1. The sender tries to convey an idea by encoding it into a message.

2. The message travels through a channel from the sender to the receiver.

3. The receiver decodes the message.

4. The receiver provides the feedback.

5. The process gives the frame of reference of the sender and the receiver.

6. The process provides the context of the receiver.

**Instruction while speaking**

1. **Nervousness Is Normal. Practice and Prepare!**

All people feel some physiological reactions like pounding hearts and trembling hands. Do not associate these feelings with the sense that you will perform poorly or make a fool of yourself. Some nerves are good. The adrenaline rush that makes you sweat also makes you more alert and ready to give your best performance.

The best way to overcome anxiety is to prepare, prepare, and prepare some more. Take the time to go over your notes several times. Once you have become comfortable with the material, practice—a lot. Videotape yourself, or get a friend to critique your performance.

2. **Know Your Audience. Your Speech Is About Them, Not You.**

Before you begin to craft your message, consider who the message is intended for. Learn as much about your listeners as you can. This will help you determine your choice of words, level of information, organization pattern, and motivational statement.

3. **Organize Your Material in the Most Effective Manner to Attain Your Purpose.**

Create the framework for your speech. Write down the topic, general purpose, specific purpose, central idea, and main points. Make sure to grab the audience’s attention in the first 30 seconds

4. **Watch for Feedback and Adapt to It.**

Keep the focus on the audience. Gauge their reactions, adjust your message, and stay flexible. Delivering a canned speech will guarantee that you lose the attention of or confuse even the most devoted listeners.

5. **Let Your Personality Come Through.**

Be yourself, don’t become a talking head—in any type of communication. You will establish better credibility if your personality shines through, and your audience will trust what you have to say if they can see you as a real person.

6. **Use Humor, Tell Stories, and Use Effective Language.**

Inject a funny anecdote in your presentation, and you will certainly grab your audience’s attention. Audiences generally like a personal touch in a speech. A story can provide that.

7. **Don’t Read Unless You Have to. Work from an Outline.**

Reading from a script or slide fractures the interpersonal connection. By maintaining eye contact with the audience, you keep the focus on yourself and your message. A brief outline can serve to jog your memory and keep you on task.

8. **Use Your Voice and Hands Effectively. Omit Nervous Gestures.**

Nonverbal communication carries most of the message. Good delivery does not call attention to itself, but instead conveys the speaker’s ideas clearly and without distraction.

9. **Grab Attention at the Beginning, and Close with a Dynamic End.**

Do you enjoy hearing a speech start with “Today I’m going to talk to you about X”? Most people don’t. Instead, use a startling statistic, an interesting anecdote, or concise quotation. Conclude your speech with a summary and a strong statement that your audience is sure to remember.

10. **Use Audiovisual Aids Wisely.**

Too many can break the direct connection to the audience, so use them sparingly. They should enhance or clarify your content, or capture and maintain your audience’s attention.





**Class activities for developing speaking skills**

1. Class Activities For Developing Speaking Skills.

2. Speaking means conveying the message through the words of mouth. This skill is also called ‘Oral Skill’ or ‘Communicative Skill’.

3. How To Develop Speaking Skills? To develop this skill, the students need intensive practice. Speaking practice is usually done in pair & group work.

4. Types Of Class Activities Language experts have organized oral skills into four distinctive types. I. Drills or Linguistically Structured Activities. Performance Activities. Participation Activities. Observation Activities

5. Drills or Linguistically Structured Activities Teacher provide a particular structure and the students practice it by repeating it. For Example, Student 1 to Student 2:I’m Noureen. What’s your name? Student 2 to Student 3:I’m Anam. What’s your name?…….. So on………..

6. Performance Activities Students prepare himself beforehand and delivers a message to a group. e.g. Student’s Speech

7. Participation Activities Students participates in some communicative activity in a “natural setting”. e.g. Discussions on some topics.

8. Observation ActivitiesStudents observe something, writes a brief summary and present his finding to the class.

9. Some Most Commonly Used Activities Short Speeches Gap Activities Role Play Discussions

10. Short Speeches• students may be given some easy topics• Prepare them in verbal or written form• Come to stage or deliver a lecture or speech for given time frame before the class.

11. Gap Activity It is a form of a Dialogue. One person has some information which the other person does not have. An interview or self introduction is an activity of this kind.

12. Gap Activity In this way information gap is fill. This activity will remove the students hesitation.

13. Role Play This is also a form of dialogue.  Students may be asked to play different roles in the form of a drama. Students play different roles.

14. Role Play e.g. One student act like Shopkeeper and the other as the customer in a Shopping situation.

15. Role Play This exercise will encourage the students to speak in real life situation.

16. Discussions  Teacher will give some topics or pictures  Give them instructions how to proceed

17. Discussions Students will discusses the topic Then the teacher or leader of group ask the questions and discussions are carried out.

**Teaching speaking approaches**

There are different approaches to teach speaking: The traditional Present, Practice and Produce (PPP) approach. The Test, Teach, Test (TTT) approach based on the task based instruction. The discovery approach, based on awareness raising, appropriation, and automaticity.

This article focuses on the discovery approach to language teaching which is also called the Observe Hypothesize and Experiment approach. This approach encourages learners to use an inductive reasoning to notice and discover recurrent patterns or rules. The role of the teacher is to guide and provide examples of a language item and help them find the rules themselves. The speaking lesson goes through three stages:

Awareness Raising

Awareness raising (other-regulated – assisted/scaffolded)

Appropriation (other-regulated – assisted/scaffolded)

Automaticity (self-regulated – unassisted.

Approaches to the Teaching of Speaking Skills

Teachers need to draw on more than one approach and use a variety of instructional tools, such as audiotapes, videos, and multimedia computer technology, to meet different students' needs in teaching speaking skills.

 For the beginning levels of instruction: audio-lingual method (ALM), total physical response (TPR), the natural approach, the silent way, and suggestpedia.

 For the more advanced levels of instruction: communicative language teaching (CLT) and the task-based approach.

Note:  Please find the explanation of the various teaching approaches in the Overview of Treatment of Speaking in Second Language Teaching Methods.

**Approaches to Pronunciation Instruction**

Intuitive-imitative approach

The learner listens to and imitates the sound and rhythms of the target language without the assistance of explicit instruction. Technologies, such as audiotapes, videos, and computer-based programs and websites, can offer rich resources of native speech as good models.

**Analytic-linguistic approach**

The learner is provided with explicit, structured teaching of speech features utilizing articulatory descriptions and charts of speech apparatus, phonetic alphabet and vowel charts, and a variety of interactive speech analysis software and websites.

**Current integrative approach**

* Pronunciation is viewed as an integral component of communication, rather than an isolated drill and practice sub-skill
* Pronunciation is practiced within meaningful task-based activities
* Use pronunciation-focused listening activities to facilitate the learning of pronunciation
* There is more focus on the suprasegmentals of stress, rhythm, and intonation as practiced in extended discourse beyond the phoneme and word level.
* Pronunciation is taught to meet the learners' particular needs
* A dual-focus oral communication program (Morely, 1994):

**Teaching Pronunciation**

Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. 'What are you going to do?' becomes 'Whaddaya gonna do?' English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self esteem, facilitate communication, and possibly lead to a better job or a least more respect in the workplace. Effective communication is of greatest importance, so choose first to work on problems that significantly hinder communication and let the rest go. Remember that your students also need to learn strategies for dealing with misunderstandings, since native pronunciation is for most an unrealistic goal.

A student's first language often interferes with English pronunciation. For example, /p/ is aspirated in English but not in Spanish, so when a Spanish speaker pronounces 'pig' without a puff of air on the /p/, an American may hear 'big' instead. Sometimes the students will be able to identify specific problem sounds and sometimes they won't. You can ask them for suggestions, but you will also need to observe them over time and make note of problem sounds. Another challenge resulting from differences in the first language is the inability to hear certain English sounds that the native language does not contain. Often these are vowels, as in 'ship' and 'sheep,' which many learners cannot distinguish. The Japanese are known for confusing /r/ and /l/, as their language contains neither of these but instead has one sound somewhere between the two. For problems such as these, listening is crucial because students can't produce a sound they can't hear. Descriptions of the sound and mouth position can help students increase their awareness of subtle sound differences.

**Here are some ideas for focusing on specific pronunciation features.**

**Voicing**

Voiced sounds will make the throat vibrate. For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in the same position for both sounds. Have your students touch their throats while pronouncing voiced and voiceless sounds. They should feel vibration with the voiced sounds only.

**Aspiration**

Aspiration refers to a puff of air when a sound is produced. Many languages have far fewer aspirated sounds than English, and students may have trouble hearing the aspiration. The English /p/, /t/, /k/, and /ch/ are some of the more commonly aspirated sounds. Although these are not always aspirated, at the beginning of a word they usually are. To illustrate aspiration, have your students hold up a piece of facial tissue a few inches away from their mouths and push it with a puff of air while pronouncing a word containing the target sound.

**Mouth Position**

Draw simple diagrams of tongue and lip positions. Make sure all students can clearly see your mouth while you model sounds. Have students use a mirror to see their mouth, lips, and tongue while they imitate you.

**Intonation**

Word or sentence intonation can be mimicked with a kazoo, or alternatively by humming. This will take the students' attention off of the meaning of a word or sentence and help them focus on the intonation.

**Linking**

We pronounce phrases and even whole sentences as one smooth sound instead of a series of separate words. 'Will Amy go away,' is rendered 'Will aymeegowaway.' To help learners link words, try starting at the end of a sentence and have them repeat a phrase, adding more of the sentence as they can master it. For example, 'gowaway,' then 'aymeegowaway,' and finally 'Willaymeegowaway' without any pauses between words.

**Vowel Length**

You can demonstrate varying vowel lengths within a word by stretching rubber bands on the longer vowels and letting them contract on shorter ones. Then let the students try it. For example, the word 'fifteen' would have the rubber band stretched for the 'ee' vowel, but the word 'fifty' would not have the band stretched because both of its vowels are spoken quickly.

**Syllables**

Have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable.

Illustrate syllable stress by clapping softly and loudly corresponding to the syllables of a word. For example, the word 'beautiful' would be loud-soft-soft. Practice with short lists of words with the same syllabic stress pattern ('beautiful,' 'telephone,' 'Florida') and then see if your learners can list other words with that pattern.

**Dialogue (simulations);**

Simulation training helps individuals learn by performing an action in order to achieve a certain outcome. The learning outcome from the simulation comes from experience and adults, we know, learn better through experience. Dialogue simulations are a way to develop conversation skills.

These simulations provide experiential learning for sales training. Many sales personnel are aware of the strong points of the company’s products or services but fail to communicate them to the client or adapt their presentation according to the client’s needs. Dialogue simulations can fill this gap by letting sales people take part in simulated conversations in different situations where they can practice what to say and how to say it.

Dialogue simulations are a way to develop conversation skills in a low risk environment. They help sales people develop the required soft skills when interacting with customers. Constant training will help them make effective conversations. One key communication skill is the ability to pay attention and listen to what the other person is saying and understand the intention and motivation behind it. People with good communication skills pay attention to what the other person is saying and then respond accordingly. Similarly, a good sales person listens attentively to what the customer wants and using his knowledge of the product, tailors his responses and suggests solutions.

The dialogue simulations used in e-learning sometimes fail to train sales people on the appropriate ways to respond. This is because such dialogue simulations are hard to create and require the creation of scenarios, characters, and dialogues for different situations.

The art of dialogue is the ability to speak the language of an interlocutor. Just like any other skill, business communication can be learned. In e-Learning, for this purpose we use interactive dialogue simulations. A dialogue simulation is an interactive exercise that actually imitates a real conversation with a person: a customer, a staff member, or a colleague. It helps people master communication skills without any risk of scuttling a deal or damaging relations with a client.

You can see how simulations work in The Matrix. A key character connects to a computer program and learns how to jump from one roof to another. Actually, he falls, but it doesn’t kill him — it was just part of the training. Each dialogue I make is based on a real business case from my practical experience. Learners are required to face a challenge in real time: correctly present a product, assign a task to a subordinate, or calm down an angry customer. The main feature of a dialogue simulation is its branched scenario, where each decision has consequences. Everything works like in real communication between two people: say something rude, and you’ll anger the other person; be polite, and he’ll smile back at you.

**Monologue (presentation and reading);**

When you write a monologue script, try keeping it simple and easy. There are various monologues, and each has its specifications regarding presentation and style. Therefore, when writing, those are simple steps to be considered. For example, dramatic monologues are somehow tricky to write as details of characters should be clearly stated. You may write a monologue to add details to the play or to increase the quality of the play overall.

These are the various steps to follow while you write your play:

**Figure out the monologue perspective.**

To find that distinct of your character’s voice, the monologue should be written with an angle or the idea of only one voice being superior to the audience or another actor in your play. That is how you give purpose to a monologue; just by focusing on the point of one voice. Monologues have two important purposes; you either write it to give your weak character in your play that position of expression or to be seen and heard at last or giving that main voice to have their say in a play. The reason for a monologue presentation could be; a story, secret,

**Determine the purpose of the monologue.**

As said earlier, the purpose of a monologue includes; a story, secret, an answer to a question or an emotional release by a character. Determining the monologue’s purpose gives a clear revelation to the audience that can’t be determined via dialogue or through character interaction. The monologue however done solo should add tension or that emotion to the audience to create liveness or a new insight into an existing issue. This is a major part as it creates that touch of affection from the speaker or character to his or her audience.

For example; if a character does not speak in the first part of the play, it is important for him or her to give an explanation why the play did not involve him in the first part. That serves an important part in the monologue.It is also important for you to discover who will be addressed in your monologue.

Framing a monologue involves you figuring out your speaker’s audience or who your character will be specifically addressing in the play. If the speaker will be addressing himself, the better for you as the writer. But mostly the speaker addresses himself or herself in the play. Both of these important details enable you to easily structure your monologue. When a monologue is purposed to address a specific character, this is often considered when the speaker wants to express his or her feelings or thoughts about an experience to the audience.

The beginning, middle and end of monologue should be considered. For a monologue to be really good; it’s beginning, middle and end should be distinct. Just like every other story, a monologue should also include aspects like shifting of beginnings to end of stories that should be clear. Every beginning and end of your monologue should be purposed. Here are several ways you can achieve a beautiful monologue;

You can clearly outline your monologue including each stage; the beginning, middle, and the end. Clearly outlining means noting what happens in every stage of your monologue. Alternatively, you can also write the first and last lines as your beginning and end of your monologue; then you pick from there by building upon your content between to frame ideas and thoughts for the monologue.

**Try going through other monologues.**

Just like writing any other piece, writing a monologue requires experience, and were not to find it but to go through already written articles. This gives you a better and wider scope of aspects in monologue writing such as structure and many other things that should be considered.

**Writing a monologue is a difficult and time-consuming task. Choose one of the writing partners to cope with this problem:**

**Discussion;**

In this method the effective participation of students, is made possible, in the teaching-learning situation. In this method both the teacher and the students discuss the pros and cons of the problem and then arrive at some tangible conclusion. Thus “Discussion is a thought­ful consideration of relationships involved in the topic or the problem under study. These relations are to be analysed, compared, evaluated and conclusions are drawn. The discussion requires a statement or enumeration of the facts to be analysed. In discussion mere allega­tions un-supported by evidence are of little value.”

**Types of Discussion**

Mainly there are two types of discussion:

(i) Spontaneous discussion, and (ii) Planned discussion

**(i) Sportaneous Discussion**

It generally starts from students question about some current event that may be related to the topic under study. Such a discussion is quite helpful to students as it helps them to understand current events to analyse and relate facts to real life situations In such a discussion the knowledge of facts is reviewed and an understanding is developed.

**(ii) Planned Discussion;**

Such discussion may be initiated by the teacher by asking one student to present reports and others to discuss them in detail. This technique needs a careful planning by the teacher by including perti­nent facts to the class and unitying them in the form of conclusions. An extensive list of questions is made by the teacher and these should be injected into the discussion at appropriate time. The teacher should at times emphasise a point and should see that all relevant points are covered during discussion.

Advantages of Discussion Method

* It follows a spiral of learning principles.
* It is found to work well to the related content courses.
* It helps in motivating the students through their participa­tion in discussion.
* It helps in developing students ability to express himself orally.
* It helps to develop the powers of thinking and reasoning in the students.
* It helps the students in analysing critically and drawing conclusion judiciouly.

**How to speak effectively and efficiently;**

Speaking effectively is defined as speaking in such a way that your message is clearly heard and, if possible, acted upon. There are two main elements to speaking effectively: what you say, and how you say it. What you say means your choice of words. The words you might use when chatting to a friend are likely to be quite different from those used in a formal presentation or interview. Similarly, the way that you speak will also vary in different situations. However, there are also likely to be some common factors: for example, whether you naturally talk quietly or loudly, and how you use body language.

**Aspects of Effective Speaking**

Effective speaking means being able to say what you want to say in such a way that it is heard and acted upon. Whether you are talking to a major conference about a new scientific discovery, your children about their behaviour, or your boss about a pay rise, you need to be able to speak effectively. This means considering every possible tool and aspect to ensure that nothing distracts or detracts from your message.

**Choosing Your Words**

What you say—the words you choose—matters.

If in doubt about your meaning, your audience will come back to the words that you used and double-check what you might have meant. It is therefore important to choose carefully, especially when you are saying something important. Things to consider include: Your audience

The words you choose will be different if you are talking to 200 people at a conference, a trusted colleague, your boss, or your children. You need to think about your audience’s overall level of understanding of the subject, and also the type of language that you use.

Shorter sentences are easier to process and understand. Using shorter sentences also creates urgency.Simpler words are also easier to understand. If you cannot explain something in simple terms, you have probably not understood it yourself. This is particularly important if your audience are not all native speakers of the language.

**Your Voice**

Your voice can reveal as much about your personal history as your appearance. The sound of a voice and the content of speech can provide clues to an individual's emotional state.For instance, if self-esteem is low, it may be reflected by hesitancy in the voice. A shy person may speak quietly, but someone who is confident in themselves will be more likely to have command of their voice and clarity of speech.It is worth taking time to improve your command over your voice, especially if you find it hard to speak in public. It can even help to boost your confidence!

It is important to get used to the sound of your own voice. Most people are more relaxed in a private situation, particularly at home, where there are no pressures to conform to any other social rules and expectations. This is not the case in public situations when there are all sorts of influences exerted upon the way people speak.

Often people don’t like the sound of their own recorded voice - in the same way that some people don't like photographs of themselves - they can feel embarrassed. Most of us are not used to hearing our own voices and these feelings are totally normal. Get past the initial, ‘Do I really sound like that?’ stage and develop a better understanding of your voice.

The more you get used to the sound of your voice functioning in a slightly more formal way, the easier it is when doing it 'for real'. In conversational mode, individuals tend to speak in short phrases, a few at a time. Speaking or reading aloud helps you to become used to the more fluent sound of your voice.

**The Effect of Breath on Voice and Speech**

The voice is responsive to emotions and sometimes gets 'blocked', which can prevent or hinder the expression of a range of feelings. When under stress an individual's breathing pattern will change. When your muscles are tense you cannot use your lungs to their full capacity. When someone is frightened or nervous, a common symptom is tension in the neck and shoulders. This occurs because, when under pressure, we tend to breath faster. This means we inhale plenty of air, but there is not enough time to exhale fully and relax, so we do not get the full benefit.

Good breathing is essential for two reasons:

* By using full lung capacity the breath will support the voice and the voice will become richer, fuller and stronger.
* This will benefit individuals who have a small voice and who worry that they cannot be heard when speaking to a group of people. Volume is controlled in the abdomen not in the throat, so breathing to full strength will allow for greater control of the voice.

Breathing deeply and rhythmically has a calming and therapeutic effect as it releases tension and promotes relaxation. People who are relaxed are more balanced, receptive and confident. It is no coincidence that many religions use rhythmic breathing techniques such as meditation, yoga and silent contemplation, and vocal release in the form of chants, mantras or hymn singing as aids to their devotions. By easing physical tension, mental stress decreases and the mind is effectively freed to follow creative pursuits.

**Ideas for Speaking Activities for Adult**

**1. Short Talks**

Create a stack of topic cards for your students, so that each student will have their own card. Each student draws their card, and then you assign them a time limit—this limit may be one minute initially, or maybe three minutes when they have had practice. This is the amount of time that they’ll have to speak about their given topic.

Now give the students a good chunk of time to gather their thoughts. You may want to give them anywhere from 5 minutes to half an hour for this preparation stage. You can let them write down three to five sentences on a flashcard to remind them of the direction they’ll take in the course of their talk.

To keep listening students focused you could create an instant “Bingo” game. The class is told the topic and asked to write down five words which they might expect to hear (other than common words such as articles, conjunctions and auxiliary verbs). They listen for those words, crossing them off as they hear them and politely raising a hand if they hear all five.

2. **Show and Tell**

Students can be asked to bring to school an object to show and tell about. This is lots of fun because students will often bring in something that’s meaningful to them or which gives them pride. That means they’ll have plenty to talk about! Encourage students to ask questions about each other’s objects.

Instead of having students bring their own objects, you could provide an object of your own and ask them to try to explain what they think it is and what its purpose is. Another option is to bring in pictures for them to talk about. This could be discussed with a partner or in a group, before presenting ideas in front of the whole class. Generate a stronger discussion and keep things flowing by asking students open-ended questions.

4. **Bingo**

Many people think of this game as a listening activity, but it can very quickly become a speaking activity.

There are a number of ESL websites that will allow you to quickly create a set of Bingo cards containing up to 25 words, phrases or even whole sentences. They’ll allow you to make as many unique cards as you need to distribute a different card to each student in class. Each card can contain the same set of words arranged differently, or you can choose to have more or less than 25 items involved.

Rather than having students mark up their cards, you can give them markers (such as stones or sunflower seeds) to place on each square as they recognize it. This way the markers can be removed and the game can be repeated.

For the first round, the teacher should “call” the game. The first student to get five markers in a row in any direction shouts out “Bingo!” Then you should have this student read out every item in their winning row.

The winner is congratulated and then rewarded by becoming the next Caller. This is a great speaking opportunity. Everyone removes their markers and the game starts again. Every expression that’s called tends to be repeated quietly by everyone in the room, and by the end of a session everyone can say all of the expressions on the card.

5. **Two Texts**

This challenging task is great for more capable students and it involves reading. Having texts in front of them can make adult students feel more supported.

Choose two short texts and print them out. Print enough of each text for half of the class. Create a list of simple questions for each text and print out the same quantity.

Divide the class into two groups and hand out the texts. Hang onto the question sheets for later. One group gets one text, the second group gets the other text. The texts can be about related topics (or not).

Group members then read their texts and are free to talk about them within their group, making sure they all understand everything. After 5 minutes or so, take the papers away.

Each student is paired with someone from the other group. Each student must tell their partner everything they learned from their text. Then they must listen to (and remember) what the other student tells them about their group’s text.

Students return to their original groups and are given a list of questions about their original text.

Students are paired again, this time with a different person from the other group. Each student must test their partner using the questions about the text which their partner never read and was only told about, and likewise answer questions about the text they were told about.

Another day use two different texts and try this activity again. Students do remarkably better the second time!

6. **Running Dictation**

This useful activity requires students to use all four language skills—reading, writing, listening, and speaking—and if carefully planned and well-controlled can cause both great excitement and exceptional learning.

Pair students up. Choose who will run and who will write. (At a later stage they could swap tasks.)

Print out some short texts (related to what you’re studying) and stick them on a wall away from the desks. You should stick them somewhere out of sight from where the students sit, such as out in the corridor.

There could be several numbered texts, and the students could be asked to collect two or three each. The texts could include blanks which they need to fill later, or they could be asked to put them in order. There are many possibilities here!

The running students run (or power-walk) to their assigned texts, read, remember as much as they can and then return to dictate the text to the writing student. Then they run again. The first pair to finish writing the complete, correct texts wins.

Be careful that you do not:

Let students use their phone cameras to “remember” the text. Let “running” students write—they can spell words out and tell their partner when they’re wrong. Let “writing” students go and look at the text (or let “running” students bring it to them).

7. **Surveys and Interviews**

Becoming competent at asking and answering questions is invaluable in language learning. In the simplest form of classroom survey practice the teacher hands out ready-made questions—maybe 3 for each student—around a topic that is being studied.

For example, let’s say the topic is food. Each student could be given the same questions, or there could be several different sets of questions such as questions about favorite foods, fast foods, breakfasts, restaurants, ethnic foods, home-style cooking, etc.

Then each student partners with several others (however many the teacher requires), one-by-one and asks them the questions on the paper. In each interaction, the student asking the questions will note down the responses from their peers.

At the end of the session students may be asked to stand up and summarize what they found out from their survey.

8. **Taboo**

In this game, one player has a card listing four words:

The first word is the secret word. The aim of the game is to get another player to say this word. The student with the card will need to describe this word until another student figures out what the secret word is.

The other three words are the most obvious words that you might use to explain the secret word. They are all “taboo” and cannot be used in the student’s description of the secret word. This game can be played between two teams. It can also be played between partners.

You can create your own sets of words based on what you’ve been studying, or you can find sets in your textbook and on the Internet.

9. **Discuss and Debate**

More mature students can discuss and debate issues with a partner. They can even be told which side of the argument they should each try to promote. This could be a precursor to a full-blown classroom debate. Working with a partner or small group first gives them an opportunity to develop and practice the necessary vocabulary to speak confidently in a larger forum.

10. I **Like People**

Adults do like to have fun, as long as they aren’t made to feel or look stupid. This is a brilliant game for helping them think quickly and speak more fluent English (rather than trying to translate from their native tongue).

1. Students sit on chairs in a circle, leaving a space in the circle for the teacher to stand.

2. First, they’re asked to listen to statements that the teacher makes and stand if it applies to them, such as: “I like people who are wearing black shoes,” “I like people who have long hair,” etc.

3. Next, the teacher asks standing students to change places with someone else who’s standing.

4. Now it becomes a game. The teacher makes a statement, students referred to must stand and quickly swap places. When the students move around, the teacher quickly sits in someone’s spot, forcing them to become the teacher.

5. The students quickly get into the swing of this game. Generally they’ll quickly notice a “cheating” classmate who hasn’t stood up when they should have, and they’ll also eagerly encourage a shy student who finds himself standing in the gap with no ideas.

This game has no natural ending, so keep an eye on the mood of the students as they play. They may start to run out of ideas, making the game lag. Quickly stand and place yourself back into the teacher position and debrief (talk with them about how they felt about the game).

11. Sentence Auction

Create a list of sentences, some correct and some with errors.

The errors should be related to a language topic you’re teaching or reviewing (e.g. articles, tenses or pronouns). The number of sentences will depend on your students’ abilities. 20 is a good number for intermediate students. If you have too few sentences then it will be harder to balance the correct and incorrect.

The ratio of correct and incorrect is up to you, but it’s a good idea to have more than 50% correct.

Next to the list of sentences draw three columns: Bid, win, lose. You can set a limit for how much (imaginary) money they have to spend, or just let them have as much as they want.

They need to discuss (in English) and decide whether any sentence is 100% reliable, in which case they can bid 100 dollars (or whatever unit you choose). If they’re totally sure that it’s incorrect (and they rarely are) they can put a “0” bid. If they’re unsure, they can bid 20, 30, 40, based on how likely it is to be correct. (Having a limit on their total bid will make them decide more carefully.)

When all of their bids are written in, it’s often a good idea to get pairs to swap their papers with other pairs for marking.

Go through the sentences, discussing which are correct and why. Get individual students to explain what’s right, what’s wrong and why.

For correct sentences, the bid amount is written in the “win” column. For incorrect sentences, it’s written in the “lose” column.

Both columns are totaled, and the “lose” total is subtracted from the “win” total.

Papers are returned, and partners discuss (in English) how their bidding went.

This activity is most effective when the students work together as partners, reading and discussing the correctness of sentences. Students are encouraged to use English to discuss their strategies with their partner.

12. Alibi

This well-known ESL game is great speaking practice for adults. The teacher tells the class that a particular crime has been committed. For fun, make it locally specific. For example:

“Last Friday night, sometime between \_\_\_ and \_\_\_, someone broke into the \_\_\_\_ Bank on \_\_\_\_ Street.”

Depending on the size of your class, pick several students as “Suspects.” The “Police” can work in groups of 2-4, and you need one Suspect for each police group. So, for example, in a class of 20 you could choose 4 Suspects and then have 4 groups of 4 Police for questioning.

Tell the class: “\_\_\_, \_\_\_, \_\_\_ and \_\_\_ were seen near the scene of the crime, and the police would like to question them.”

The Suspects go outside or to another room to prepare their story. They need to decide all of the details about where they were during the time of the crime. For example: If they were at a restaurant, what did they eat? What did it cost? Who arrived first?

1. The Police spend some time preparing their questions.

2. The Suspects are called back in and go individually to each police group. They’re questioned for a few minutes, and then each one moves on to the next group.

3. The Police decide whether their answers match enough for them to have a reasonable Alibi. (Maybe up to 5 mistakes is reasonable.)

13. Typhoon

Explain to students that this game is named after the strong wind that blows everything away. It can be played with a class as small as 3, but it also works with large classes. It’s great for reviewing speaking topics.

1. On the board draw a grid of boxes—a 6 x 6 grid works well and can take about 45 minutes to complete, but you may vary this once you’ve played a few times. You’ll just want to choose the size depending on how much time you have. Mark one axis with numbers, the other with letters. (Or use vocabulary words like adjectives on one and nouns on the other.)

2. On a piece of paper or in a notebook (out of sight) draw the same grid. On your grid, fill in scores in all of the boxes. Most of them should be numbers, and others will be letters. It doesn’t matter which numbers you choose, but it’s fun to have some small ones (1, 2, 3, etc.) and some very big ones (500, 1000, etc.). About one in four boxes should have the letter “T” for “Typhoon.”

3. Put the students into teams—at least 3 teams—and mark a place on the board to record each team’s score.

4. Ask questions or give speaking tasks to each team in turn. If they answer correctly, they then “choose a box” using the grid labels. The teacher checks the secret grid, and writes the score into the grid on the board. This score also goes into the team’s score box.

5. If the chosen box contains a number, the scores simply add up. But if the box contains a “T,” the team then chooses which other team’s score they want to “blow away” back to zero.

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