

SPEECHES AS EFFECTIVE TECHNIQUES FOR ENGLISH CONVERSATION GROUPS

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Анотація: У статті розглядаються проблеми, що виникають при мовленні англійською мовою. Показані пропозиції, які допомагають оратору добре звучати. Наведено деякі методи спонукання студентів слухати та говорити уважно.

Ключові слова: мовлення, побудова мовленнєвих тем, виправлення завдань, вибір теми мовлення.

Abstract

The article deals with problems that occur with speech-making in English. The suggestions which help to the speaker to sound well are shown. Some methods to encourage students to listen and to speak carefully are given.

Keywords: speech-making, composition-speech topics, adjustment in the assignment, to select the subject of speech.

Confronted with the prospect of directing a conversation class, the teacher often wonders how he can get students to speak English for reasonably long periods of time. The teacher will have a student make a speech and the other students can question the speaker afterwards.

There is nothing wrong with this plan of action, but it generally brings less than satisfactory results. In the first place, only advanced students can be expected to give speeches. Elementary and intermediate level students do not have sufficient command of grammar and vocabulary to sustain themselves in several minutes of unbroken speech.

In the second place, the students are nervous when asked to speak before a group – even in our native language. In fact, many people never get over their fear of public speaking.

In the third place, students may rapidly run out of material to talk about. They quickly exhaust their subject and then struggle to fill the allotted time.

Finally, students accustomed to special oratorical forms in their native language may feel they use something similar to make a speech in English sound more “elegant”. Such forms will give speeches an unnatural air, causing the speaker to sound stilted or even comical.

The teacher can, however, make adjustments in the assignment that will make speeches less traumatic and more rewarding. Here are some suggestions:

1. Reserve speech assignments for students who have good group spirit and who know each other well.
2. Assign speeches to advanced students only.
3. Allow the student sufficient time to prepare his speech beforehand. Do not ask him to give a speech on an impromptu basis.
4. Make the time limit for the speech short – no more than five minutes.
5. Allow the student to select the subject of his speech. If he has difficulty in thinking of a topic, give him the list of composition-speech topics.
6. Ask the student to write out his speech in advance if you feel he may inject incorrect forms. After you correct the speech, he can then talk the corrected text.
7. Do not have the student stand in front of the group when making his speech. He may sit down, so that he will feel more at ease.
8. After the student has finished his speech, ask class members question about what he has said. This will

give him a few minutes to relax; then you can have the audience direct questions to him.

Whether or not your students are at the stage where they can make speeches in English themselves, you may want to invite a native speaker of English to visit the group and give a short speech on a topic of his choice. You can announce to the class beforehand that the guest speaker will answer question when he finishes his speech. This should encourage students to listen especially carefully/ Perhaps the guest speaker is a good tennis player, an expert on music, or the father of three teenagers. Whoever he is, you should make a special point of his visit and use the period after his speech as a time when everyone converses with him.

If you cannot invite a guest speaker, you can give a short speech yourself. Sometimes you may want students to take notes as you speak. The students can use their notes later in asking questions or in summarizing the speech. Students enjoy hearing speeches more than they so making them, so you will probably want to give several short speeches throughout their course of study.

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