

TECHNIQUES AND METHODS FOR TEACHING SPEAKING SKILL

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Annotation.

This work is aimed to analyze the innovative methods of teaching foreign languages which develop actively and rapidly due to the growing need to master foreign language for a short period of time. The article can be useful both for teachers of foreign languages at universities and for students studying at universities.

Key words: methodology, method, language, skills, vocabulary, meaning of the language.

Across the centuries people have studied how foreign languages are learnt. Some researchers said that one of the main way we learn foreign language is by exposure to it by hearing it all around us without studying. We learn from being surrounded by language, read and listen to items of language many times before beginning to use them.

Another researchers added that it is not enough, especially for adults. We need to focus our attention on the form of the foreign language, notice how it is pronounced and written. We pay our attention not just to the meaning of the language but also to its formal features, pronunciation, word order, affixes, spelling, grammatical structures.

To learn language successfully we need to communicate with other people, understand them and express ourselves, make our meaning clear to other people.

Speaking is one of the four language skills. The purpose of speaking is to communicate. It involves a wide range of subskills: making use of vocabulary, grammar, features of connected speech, oral fluency, using interactive strategies. When we speak, we have in mind the person we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to achieve this (body language, intonation).

Learners, at the beginning of the English study course, may need more time to listen and to take in the language first. It is called a silent period. They hear before produce it in speaking.

The activities in a speaking lesson often includes these stages:

- lead-in (introduction of the topic);
- practice activities (use new language);
- post-task activities (free speaking).

A lot of language often occurs in chunks, collocations fixed expressions. Children learn their first language with the help of chunks. They recall them. Adults prefer learn words fully before using them in speech. They try to understand the form of the words, meaning, how they are pronounced and spelt e.g.

Learners need to meet the same words again and again as they advance in their language learning. In this way their memory of them will be consolidated and they will get to know more about the world, its other meanings, collocations, the lexical sets they are part of.

Teachers paid much attention to teaching grammar rules or learning isolated words or phrases. But English is not an accurate language like Maths. They must give space in their teaching for the other learning skills, particularly speaking skills. Teacher should also emphasize in exercise, which help students to understand and speak the language they speak.

To my opinion, any teaching centers should be equipped with supplementary materials, such as posters, pictures, flashcards, journals, short stories, dictionaries, recorders, computers, whiteboards, DVD players, CD players, language labs and others. All these help teachers during the lesson because make material more attractive and interesting for learners, give learners extra practice, new ideas for lessons, provide visual context and be a source of cultural information. It's a good idea to use DVD and CD players in the classroom for presenting new language in dialogues and stories, giving models for pronunciation practice, listening for pleasure.

Teachers can use many different tasks for developing speaking skills such as repeating words and sentences, responding to prompts, describing pictures, objects, films, giving presentation, discussions, interviews, role-play, problem-solving in groups etc.

Teaches should observe the group doing tasks, judge their general level to see how motivated they are and how well they can work in the class. Those help to assess students and to find out what methods should be used to improve learning English.

Learners make also make use of a self-access centre, a place with books worksheets, computers and CDs where they can study be themselves.

Teachers should try different techniques and strategies in their classes, encourage students and motivate them. It is useful to include a variety of interaction patterns in a lesson to keep the students interested in learning English.

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