

DEVELOPING STUDENTS SPEAKING SKILL FOR PRIMARY SCHOOL CHILDREN

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Abstract: Its better to say the methods of teaching speaking is studied insufficiently and require more attention to develop attention to develop speaking production and methodological development. Since the dialogues of young children continues to grow and develop without stopping, they have the ability to receive new information much faster than adults whose dialogue is fully formed. Planning is appropriate. For instance, the use of speaking activities, improvisations, role-plays, debates and story-telling is an effective way to teach a foreign language to children of preschool age.

Key words: dialogues, improvisations, role-plays, debates and story-telling.

INTRODUCTION

Speaking activities and games during the lesson grows children's enthusiasm for learning science, encourages passive students to better participate in lesson, and plays a role and teamwork among students in the classroom. Below are some methods that will help you to increase the effectiveness of teaching during English lessons.

A short conversation between two people presented as a language model-the dialogue- often receives top billing in the manipulative phase of language learning. Students spend much time repeating dialogues for pronunciation and memorization practice or for grammar drills on selected lines. But when we come to the dialogue in communicative phase of language teaching, or specifically, to its role in directed conversation sessions, its glamour seems to wane, and it is quickly retired. The experience of working with dialogues for many years shows that there are several ways to turn dialogues into stepping stones to free communication. The procedures that follow have been tested by experience and can help the student help the students develop fluency in English.

1. After the dialogue to make it conform to the reality surrounding you and your students. Suppose your students already know the following dialogue:

George: Do you have any hobbies?

Ann: Yes, photography and gardening.

George: I don't have any hobbies at all.

Ann: I thought you used to collect stamps.

George: I did. But now that I have two jobs, I don't have time for anything else.

Ann: Speaking of time, I must get to the bank before two o'clock. See you later.

George and Ann, the participations of the above-given dialogue have no reality as individuals to the students and the teacher. The teacher can introduce a measure of reality using the names of the students for the characters in the dialogue. This "alone" will not make the dialogue "real" of course. To bring more reality to the above conversation it is necessary to introduce variations on specific dialogue lines or aspects for question- and- answer practice. Doing this it's necessary to insist that students give an answer consistent with reality.

Improvisations: The technique known as "improvisation" was borrowed from the field drama. The improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation. Drama students learn how to polish their acting abilities in improvisations. English students working with improvisations use the language in an intensive and entertaining form. Improvisations demand a high degree of language proficiency and imagination, they should only be used with relatively advanced-level English students. Here is an example of a setting for improvisation:

You are walking down the hall in an office building. A girl ahead of you drops a paper but does not realize it is missing. You pick the paper up and give it to her. As she thanks you, you suddenly realize that she was a classmate of yours several years ago.

Through frequent use of improvisations, students will soon be able to create more meaningful, natural conversation in English. This device is also excellent in helping students get over their shyness in speaking a foreign language, besides providing rewarding communication activity for speakers and onlookers alike.

Role plays, discussions and debates: Dialogues and improvisations are the forms of role-playing, which is an engaging device to stimulate students to use their newly acquired English. Several people can interact in a role-playing situation. Plays are especially popular activities in conversation clubs where the group has sufficient time to devote to the study, practice and staging of a play. Plays require too much time to work with conveniently in just one class hour. The following procedures are useful for role-playing:

1. The students' English textbooks sometimes contain fairly long "dialogues" that involve more than two speakers. The teacher can use these as a basis for a skit. Have the students read their assigned role aloud two or three times. Then, have close their book their own words.

2. Think of a situation involving several people- a father, mother, school principal teacher, and teenager, for example. Write on the blackboard a few lines of conversation that these characters might say. Then ask the students to suggest additional lines.

3. Ask each student to think up his own situation involving several people. He should write the situation on a slip of paper as in the example below:

Speakers: Grandfather, grandmother, mother, father , older son ,younger son, daughter.

Situation: The daughter is getting married. Her parents want her to wear the grandmother's fifty-years-old wedding dress, but she wants to wear a new, modern dress. Her brothers are bored by the wedding plans, her father is afraid the wedding will be too expensive, and her mother is too excited to speak calmly about anything.

Many teachers would like to use role-playing exercises such as the one above but are afraid to try. Sometimes students think role-playing is too childish or embarrassing. Sometimes it is difficult to convince students that role-playing in the language classes is beneficial and entertaining. Role-playing helps overcome the inhibitions of self-consciousness which are underlying obstacles in conversation practice.

Encourage the students to speak their lines with feeling. To do this, they must get involved in the situations and follow the general pattern of the material by role playing. We may recommend the following situations for role-play:

1. In pairs or groups, imagine the telephone conversation between A and B. Think of the extract words they would use . Then, in pairs, take a role each.

A. You have seen the advertisement on the left and are phoning for an application form.

B. You work in the Personal Department and answer the phone. You not only have to find out the caller's name and address but also exactly which job the application is for and where and when it was advertised.[11:19].

2. In groups or pairs, discuss what A and B would probably say in the following situation. Think of the extract words they would probably use. Then take a role each.

A. You were given a sweater for your birthday. It is too big. You have never worn the sweater. You would like to exchange it. The person who gave it to you has told you the name of the store where it was bought. You have just gone up to the sales assistant in the store. You haven't got the receipt.

B. You are the assistant. You try to be polite and helpful. But when you examine the sweater, you find a stain and small hole. Also, the store does not normally, exchange the goods without a receipt[15:39].

Debates: Debates are recommended for the advanced-level students. In order for debates to be successful, it's necessary to make modifications in traditional format. Students learning English will speak more fluently during a debate if they can represent their true feelings on an issue.

1. Describe the debate topic. Ask which students would like to be "pro" (for) and which "con" (against).

2. Select one equal number of students to speak on each of the two debate "teams".

3. Allow the students sufficient time to prepare their arguments. They can speak from notes but they should not read their presentation.

Story-telling. This is a game that calls on the imaginative talents of each class member in composing a portion of an entertaining story. You will begin the story with the phrase “Once upon a time there was...” And complete the sentence any way you wish. Then, you can have a class member supply the second sentence to the story – a line that is logical addition to the first one. Call on someone else to give the third line, etc. Until everyone has had a chance to contribute to the story.

CONCLUSION

All in all, when planning a speaking skills lesson, be aware that using language in speech is not necessarily practice of speaking as a language skill. Developing the range of competencies that make ‘a good speaker’ takes focus on the ways that we speak to different people, and the ways we construct what we are saying. This is independent from the grammar and vocabulary we use in real life, so should be kept separate from pure language input in the language classroom. Knowing that communication breakdowns occur in authentic speech, teachers should prepare learners to respond to such situations. It is important for learners to be aware that communication breakdowns are not uncommon among competent users of English.

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