THE MAIN WAYS OF DEVELOPING SPEAKING SKILLS

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Annotation
This article highlights role-plays, discussions, informal conversations, debates, presentations and interviewing as the main and wide-spread ways of developing speaking skills among language learners.

Keywords. Role-play technique, perform, review, interviewing, safe environment, tool, presentations. There are too many ways to improve student's speaking skills, like role-plays, debates, group discussions, etc.

Role-play is a speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes, but put yourself into an imaginary situation. Role-playing is one of the most enjoyable parts of the student's learning. The joy of role-play is that students can 'become' anyone they like for a short time. Role-playing has been around as a learning tool for a long time. On the one hand, performing roles is very interesting; on the other hand it is very complicated. Whenever you play roles, you will know the advantages and disadvantages of role-plays. First of all, this type of activity teaches the students to be more creative and more active. Quieter students get the chance to express themselves in a more forthright way. In addition, students who will travel to English-speaking country are given a chance to rehearse their English in a safe environment. Real life situations can be created and students can benefit from the practice.

Then, at least it will give the students the chance to get some experience in solving difficult situations and develop them. Role-play is one of the best ways to learn English effectively. Whenever I observe the duration of role-plays as a teacher, I understand that showing the heroes' emotions to the audience is the most difficult one. Sometimes, students have to perform bad roles. They have to show the feelings and senses of bad heroes'.

So, if students want to perform their roles, they must do their best. Students must work to develop their character and think about how they would respond to the given set of circumstances. Wherever they go, whatever they do, they should always live with their heroes' lives. They should keep their heroes in their minds. Besides that, knowing about the duration of role-plays is also important. First of all, the instructor gives us the scenario. Then, she/he distributes the roles to students. She explains them their roles and how to act. As usual, students can not perform their roles well at first. They should improve their listening and speaking skills during the rehearsals. They should learn a lot of useful characters from different kinds of roles that they will need in their future life. As it was mentioned above, role-play is the most necessary tool for every student. It also affects other subjects. Students will become livelier in every lesson.

However, there are a lot of requirements for role-plays. One of them is listening and speaking skills. As students practice the role-play they might find that they are stuck for words and phrases. In order to achieve successful role-play, students should pay more attention to their speech and listening skills. In addition, to understanding the words the other person is saying, it's important to pay attention to body language and non-verbal clues. If students can not pronounce the words, their speech will not be understandable for others.

I would like to mention one of the biggest challenges of the role-playing technique is to get all students to participate and be truly engaged. Instructors might want to consider ways of increasing the likelihood of strong student's participation.

So, role-playing can be used as a behavioral pre-training assessment or diagnostic to assess where a learner is in terms of skills, since the trainer can observe real behavior. Role-playing also allows assessment of how well learner understands and can apply what is learned, as indicated in their behavior.

Videotaping the participants in role-playing scenarios is a valuable teaching tool. It allows people to see themselves-and their strengths and weaknesses, which can be quite powerful. It also allows them to "record" improvement as they progress.

As it was mentioned above, role-play helps to develop speaking skills. But, there are a lot of criteria that students should follow. One of the keys to encouraging speaking skills in the classroom is creating the proper environment. Students should feel relaxed, and social interaction with peers should be encouraged. If students want to speak clearly with proper pronunciation, they should communicate with others. If they want to speak expressively with feelings and emotions, they should avoid monotone. If they want to speak effectively, they should speak in different situations: with individuals, small groups and the whole class.

Here are given the main ways of improving student's speech:

Conversations and Discussions

Conversations and discussions also help to develop speaking skills. Conversation is informal, spontaneous, and relatively unstructured. Discussions are more formal and usually topic-centered talk. It focuses on a specific topic or purpose. Both are similar in that they build on the student's home-learned experiences and serve to give practice in pronunciation, fluency, expression, and vocabulary. They also help students to build confidence to express themselves orally. In the discussion strategy, sticking to the point is essential. The goal of a discussion is to reach a conclusion or solve a problem. Before starting the discussion, the topic should be clearly defined and understood by everyone. Usually, it is stated in the form of a question. Great discussion topics come from literature, school events or problems, experiences, current news, etc. Students discuss the topic and try to reach some sort of consensus. Other types of discussions are panel discussions and debates. The following five steps are a good guideline for students in discussions:

1. *Get ready*. Skim the book for topics to discuss, using pictures, chapter names, etc. Make oral predictions and test the reasons for each prediction.

2. *Write a response.* Time is given to students to write short responses to the reading on Post-its. These are self-selected responses, not responses to a set of teacher-directed questions.

3. *Engage in a discussion.* Students spend 15 to 30 minutes discussing their responses.

4. *Write.* Based on the discussion, students are given time to write in their journals.

5. *Review.* As a group, the students review what they learned about human nature, about things in nature, about themselves, or about any concepts in the reading.

Making presentations

Students can improve their speech easily by making presentations. When students make presentations, they will present their ideas and opinions to the rest of the group. They will exchange their information and this is also one of the most important criteria.

Interviewing

Most students are familiar with interviews because of the many that are shown on television. You could show models of good interviews and analyze them as a group. Good interviews keep in mind the following points:

- Gather background information on the subject
- Learn something about the interviewee(the person being interviewed)
- Formulate appropriate questions
- Determine how to begin and end the interview politely.