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TEACHING MONOLOGUE SPEECH TO ENGINEERING STUDENTS

Due to the fact that English has become an international language of trade and technology English language skills nowadays are a key to the effective performance of professional duties in any industrial sphere. In order to be competitive on the labour market young specialists must be prepared for participation in international conferences, presentation of their scientific work, reports at meetings etc. Even having average language skills, a person can effectively communicate ideas following certain rules and having practice before. Therefore, taking into account foreign language skills that are important for young specialists, special attention should be paid to the development of monologue speech while teaching ESP to engineering students.

Considering the specifics of ESP, [1; 133] distinguishes three features inherent in most ESP courses: 1) use of authentic learning materials 2) practically-oriented tasks; 3) granting autonomy to students in language learning and the developing of individual learning strategies. Therefore, choosing the material for developing monologue speech we have to choose texts from modern sources, and setting tasks to students we have to give true to life context and motivate them to use an appropriate genre and style in their speech. [3; 231] Moreover, we have to give students full autonomy in preparation for monologue speech, scaffolding when necessary.

Teaching monolingual speech involves teaching both prepared and spontaneous monologue speech. Strictly speaking, teaching monologue speech we teach presenting, as every communication situation when one person is speaking while others are listening is a presentation. “Nearly every time a person speaks, he or she could be said to be giving a presentation” [2; 69]. Thus,

we have to pay attention not only to speech coherence, fluency, and accuracy but also to general presentation skills, keeping the audience interested, adequate intonating and even facial expression of a speaker.

Training prepared monologue speech teachers at some higher educational establishments quite often prefer common retelling of the text which was read and translated before to a study group or to a teacher. According to the survey conducted among first-year university students, this task is considered not only boring and demotivating but also stressful. To make the task more encouraging and true to life it is advisable to give students situation-based tasks before the preparation for retelling, e.g. present the text to a group of scientists, pretend that you have to explain the topic to a group of secondary school students, young children etc. Students in a group can have different tasks or the same, so they will be able to compare different presenters and choose the best or they may try to guess the context. To make the speeches varied, stronger students may have an additional task to compare information from two or more sources, add extra information from another source either in English or in their native language (so it will contain an element of translation).

Developing skills of monologue speech teachers consider inactivity of most students in a group as the main challenge and waste of time as the result. Even if our aim is accuracy, listening to each student individually and correcting mistakes is an unproductive method. To keep students engaged in class activity and make our lessons more productive, it could be much more efficient to arrange students into groups and give them a task before listening to their partners. The task can be the one from mentioned above: to guess the context, to choose the best speaker and give reasons to your answer, to estimate other students and explain your mark, to fill in a checklist and be ready to discuss it etc. It is not advisable to give more than one task at a time in order to make students more focused.

The preparation of current events using BBC or CNN websites can be beneficial for the whole group if students actively listen and are ready for discussion afterwards. For this purpose, we recommend a presenter to write one-two questions on the board before giving a speech.

One of the most important stages in teaching monologue speech is feedback. It must be constructive and reflect not only mistakes made by students but also positive sides of their speeches, good examples of language and effective ways of getting through to the audience. Of course, we can analyse some individual mistakes when a student, for example, presents current events to the group but when the group is large and students have to speak in smaller groups a teacher should monitor the class and note down typical mistakes in order to analyse them later with the whole group. And again, we have to mention, that good examples of language should be highlighted and praised to motivate students.

We also have to motivate students to take part in scientific conferences and defend their scientific works giving a speech in English as it will be a true check for students' monologue speech skills and, at the same time, good practice for their developing.

Thus, teaching monologue speech to students, teachers should consider developing and using motivating, realistic, challenging and less stressful situation-based tasks that could be successfully performed by students in different forms of classwork.

References

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3. Scrivener, J. *Learning teaching. Essential Guide to English Language Teaching Third Edition.*-Oxford: Macmillan.-414 p.