

THE TYPE OF SPEECH STRATEGIES

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*Tabiiy yo'nalishlar bo'yicha chet tillari kafedrasida ingliz tili fani o'qituvchisi***Annotation:** *This article discusses the speech strategies, features and typology.***Key words:** *Strategy, speech, manuscript, memorized, extemporaneous, impromptu, repetition, practice, target language.*

An important component of language learning strategy training is that of speaking strategies. Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies. Speaking strategies are those devices used by students to solve any communication problem when speaking in English. According to O'Malley and Chamot, speaking strategies are crucial because they help foreign language learners "in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language".¹⁴⁹

One goal of a language learner may be to speak the foreign language in different oral exchanges and ultimately to be a competent speaker. For Hedge a competent speaker knows how to make use of speaking strategies. Hedge comments that: "These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully".¹⁵⁰

These verbal and non-verbal strategies may be used to compensate for a breakdown in communication or for unknown words or topics, and they may also be used to enhance effective communication. Speaking strategies are essential, since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations. However, there is disagreement as to whether or not to teach speaking strategies.

Kellerman advocates against such training and believes that learners can transfer these strategies naturally from their native language to the target language. On the other hand, Canale encourages training in speaking strategies because learners must be shown how such a strategy can be implemented in the second language. Furthermore, learners must be encouraged to use such strategies and must be given the opportunity to use them.

Three Studies on Speaking Strategies

The first study that I will present was carried out by Issitt in a UK university during a ten-week pre-semester program of English for academic purposes, which prepared students for the speaking test of the International English Language Testing System (IELTS). This preparation consisted of three aspects:

1. developing students' confidence with an emphasis on reducing exam anxiety and on offering exam practice

¹⁴⁹ O'Malley, J.M. & A.U. Chamot. (1990). Learning strategies in Second Language Acquisition. Cambridge: Cambridge University Press

¹⁵⁰ Hedge, T. (2000). Teaching and Learning in the Language Classroom. Cambridge: Cambridge University Press

2. providing students with the IELTS regulations so as to better inform the students as to what the speaking test was about, and

3. making students aware of the marking of the IELTS exam criteria and helping them to adjust their speaking performance to match these criteria.¹⁵¹

According to Gallagher-Brett, the three strategies used most by students were

- ❖ practicing,
- ❖ revising,
- ❖ repetition at home after revision.¹⁵²

Speeches can be categorized into four broad areas depending on the amount of preparation that is undertaken and depending upon the nature of the occasion.

1. *Manuscript*

When you listen to the President deliver a State of the Union message, you listen to a well-crafted speech being read from a teleprompter. The speech has been polished by a staff of speechwriters and has been practiced many times. The President will know how to anticipate the reaction of the audience and will know when to pause for applause and when to expect laughter. This form of speaking is used when the exact words matter and when much time and energy is expended on getting everything just right.

2. *Memorized*

When you were in elementary school, did you ever have to memorize a poem or a part of a speech? If you are like most students, the answer is “Yes.” There is nothing wrong with memorization. But if you try to memorize a speech, you risk forgetting what you planned to say and coming across as completely unprepared. Memorizing your speech is even worse than reading it. All the objections that apply to the read speech also apply to the memorized speech. Spontaneity is gone. The speech can sound stilted. Often, delivery is too rapid.

3. *Extemporaneous*

The focus of most college courses in public speaking is the extemporaneous speech. This is because this is the type of speech used most in business, education, preaching, and political affairs. Few of us will ever have a professional staff of speechwriters or ever deliver a speech with the aid of a teleprompter. But when you do have a speech or presentation to deliver, you'll want to sound prepared, authoritative, and clear.

4. *Impromptu*

There will come a time for all of us when we are asked to “say a few words” without much preparation. You haven't prepared any notes, you haven't practiced what you'll say, and you're being asked to “wing it.” While this may seem incredibly scary, impromptu presentations are the most common type of public speaking. You're in class and suddenly the professor wants to hear how group projects are going. You, as the leader of your group, are asked to stand and briefly discuss what the group is doing and how much you've completed so far. That's an impromptu speech. You didn't know when you headed to class that day that you'd be speaking in public, but you did it. No sweat! Or maybe you're in a meeting at work and the boss announces that he wants you to brief everyone in the meeting on the new

¹⁵¹ Issitt, S. (2008). Improving scores in the IELTS speaking test. *ELT Journal* 62(2), 131-138.

¹⁵² Gallagher-Brett, A. (2007). What do learners' beliefs about speaking reveal about their awareness of learning strategies? *Language Learning Journal* 35(1), 37-49.

equipment being installed that afternoon. Again, no prior planning, no notes, you just do it. That's impromptu speaking.

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