

7.3.6 EXTEMPORE

Extempore speaking is the term used for non-formally prepared speech. Telling your parents why you came late from the college is a form of extempore speaking. The word extempore has been taken from Greek word which means 'out of the moment'. You speak on the spot without preparation, without even knowing it. For extempore Speaking Reading, Retaining and the Use of Knowledge that you have attained is very important. It is a popular method of giving training in speaking and for this classroom practice is very much required.

In the actual contests the contestant is given forty five minutes to prepare an original speech. The topic can be any, related to current event. The main purpose of such type of contest is to encourage the students to gain a broad knowledge of current events and to prepare a meaningful speech in a short time. This topic, worded in the form of question, which do not require only a yes or no answer is to be delivered skillfully.

Three topics are given and the student is to choose one that he wants to speak about. Annotated bibliography and books, magazines, newspapers and summary notes can be consulted. But the contestant must provide his/her own preparatory material. Notes prepared can be organised in preparation period. Maximum time limit is six minutes. The information has to be accurate, pertinent and demonstrate a thorough knowledge of the topic. The introduction should gain attention, the main points should be clear and in order and conclusion should be convincing.

To make the students interested in such competition, the teacher can set apart a day in a week for presentation of extemporaneous speech. The topic should be according to the age and class level of children. The preparation time can be scaled down from five to six minutes and the students should be asked to speak for two or three minutes. This exercise is very helpful to develop confidence and to remove hesitation. The child gets the opportunity for the spontaneity and flexibility, which is basis of any kind of speech.

The advantage of these type of contests is that the pupils get practice of good speech skills. They participate in it willingly and constructively thus making them confident. Competitions give practice in specific pronunciation, stress and intonation.

7.3.7 ROLE PLAYING

Teaching in role is a method of teaching in which the teacher takes on a role and creates a drama around the students. This popular technique of role playing traces back to 1930. Many of us confuse role playing and drama. They are no doubt similar but they are very distinct in style. Role playing is spontaneous or extemporaneous reaction while drama usually Requires a script.

Role playing as a teaching methodology is the conscious acting and discussion of the role in group.

Some situations and dialogues for the role play are given in which students' pretend to be the characters in the play and 'act' out the role. The bright students begin the role play and then it is acted out by other students. Pair work and role play are usually taken up after the oral presentation of the teaching items.

Values of Role Playing

1. Role playing can be used with students of all ages. It can be Used in teaching preschoolers too if the role situation is minimised.
2. It consolidates the language learnt already as role playing allows people to make mistakes in a non-threatening environment. Realistic problems can be tested and the solutions can be found Immediately
3. **The learning of English can be made enjoyable** : The basic principles of teaching-learning process like learner involvement and intrinsic motivation is fulfilled. One can see himself as others see him.

4. **Acquire the ability to speak before an audience** : Ro playing often create a sense of community within the class. The sharing analysis over the role situation develop a mutual confidence and commitment to the learning process. The confidence acquired is not possible in monological teaching method such as the lecture.

5. **Improvement in the pronunciation stress and intonation** : The involvement of the role playing participants both an emotional and intellectual attachment to the subject matter at hand. Skillful use of language improves the speech of the students.

Problems in Role Playing

1. The major drawback of teaching by role playing is the insecurity Of class members.
2. Role playing is time taking.
3. If the group has people of different status they may be reluctant To become involved for fear of being humiliated before the members of the class who are more popular.
4. The relationship of the people in the group may emerge as a negative factor because of the previous interpersonal difficulties Experienced by group members.

Creating a teaching situation which can lead to the change of self- concept through direct involvement in a real life related problems requires a district organisational pattern.

One helpful structure for role playing follows:

1. Preparation

- **Define the Problem** : The group should share in the defining of the problem, discussing the results and evaluating the whole experience.
- **Create a readiness for the role(s)**: The volunteers should come up rather than the assigning of roles in casting the characters.
- **Establish the situation** : The role playing situation depends Upon how well we involve the audience.
- **Cast the characters** : The teacher should wisely cast the characters. Students must realise that acting ability is not at other stake here but the spontaneous discharge of how one thinks the character of his role, is what actually matters.
- **Brief and warm up** : Role playing is based on the philosophy that meanings are in the people, not in words or symbols. Thus we must first of all share the meaning, then clarify our understanding of each other's meaning and finally if need be change our meanings.
- **Consider the training** : The audience should be just as much involved in the learning situation as the actors are. They should provide possible solution to the realistic problem situations which surface. Role playing should be taken in a stride as it is part of oral training.

2. Playing

- **Acting** : The actors and the reactions of the actors must be profitably compared to those of the audience.
- **Stopping** : A buzz or key questions may be asked by the leader or the group. It shows the involvement of all the members of the group.
- **Involving the audience** : When all the members of the audience Get involved it gives motivation to the students who are playing.
- **Analyzing the discussion** : The involvement of the audience and the questioning is very helpful in analyzing the discussion.
- **Evaluating** : It is important to evaluate role playing in the light Of the prescribed goals. Evaluation should proceed on both at group And personal levels, raising questions concerning the Validity of the original purpose.

There are many difficulties in this method but those are unformidable or unsurmountable. The potential benefits of the method quickly overbalance the difficulties which seem so apparent in the initial preparation stages.

7.4 PRESENTATION SKILLS TRAINING - HOW TO TELL A STORY

Telling stories is a funny way to humanize the presentation topic. Barton Buck opines, the story brings the 'real-life' element and relates your topic to your audience. Stories serve many purposes in your presentation. They can be used to highlight and sort out a specific point you would like to get on within your presentation. They can also emphasize those points in your example to which you want to give importance.

Through stories, facts and raw data gain meaning. we best learn and visualize information. They simplify and clarify even the most complex information. They can hook an audience with emotion What's more, stories help people remember what they've heard.

We're All Storytellers

A story is the narrative telling of an event or experience. It links events in some kind of logical and believable sequence.

We all tell stories all the time. We remember what we experience and we tell other people what we remember in the form of a story. Human memory itself is story-based. We find it a lot easier to remember what other people have said if they tell it as a story. We learn from these stories, as others learn from the stories we tell.

Tips to Narrate Stories

- Your stories should fit within the context of your presentation, or at least tie in with your surrounding remarks. Your stories won't work if you force fit them into your presentation. They won't work either if you put your presentation on hold while you digress to tell a story that has no purpose.
- Make your stories relevant to the experience and interests of your audience. Each story should have a point to it that your listeners can easily grasp and readily identify with.
- Keep your stories short-two to three minutes at most. Leave out Any unnecessary detail. Use your story to quickly clarify or support a point you're making and then move on.
- A good story puts information in perspective. It doesn't replace information.
- A good story paints a picture. It helps your listeners 'see' what You're saying.
- Make something happen in the story. It should happen in a specific time and place. Make the characters in your story sympathetic and real.
- Use stories sparingly.

- A good story is one you're comfortable telling. It won't ring true if you're seen to be forcing it in any sense.
- Confiscate unnecessary particulars of your story in your presentation as it can lose your viewers with all those details and if they serve no purpose.
- Use short humorous accounts in your presentation.
- Your viewers could tune you out, if your story is long or you take too long in arriving at the punch line.
- Tell where your story happened. This way your listeners get concrete facts to consider and draw their own mental image in their mind.
- Begin your narrative in the heat of the action, before starting over at the beginning to explain how you got there.
- Drop your audience right into the most exciting part of your story they'll be gripped from the beginning and will stay engaged to find out what happens.
- Converge your ideas as it shows the audience how different strands of thinking came together to form one product or idea.
- Explain how a single idea was the culmination of several great minds working towards one goal.
- Begin to tell a seemingly predictable story, before unexpectedly disrupting it and beginning it over again. You lure your audience into a false sense of security, and then shock them by turning the tables. This is called a False start.

● JK Rowling begins her speech at Harvard in a typical fashion. She talks about her time at university and the expectations of her parents. The audience expects her to talk about the growing success of her writing career- instead she focuses on a time in her twenties where she felt she had 'failed' in life. What comes next is inspirational.

- You can weave a rich tapestry of evidence around your central theory or strong emotional impressions around your idea.
- By showing your audience how all these key stories are related to one another, you leave them feeling the true importance and weight of your message. This is called Petal structure as one story introduces the next but each is complete narrative in itself.
- Rehearse your story telling as every word counts.
- Get the emotions involved in your storytelling. Hook your guests into your story by playing on their emotions.
- Storytelling is not a difficult element to increase your professional speaking presentation. By practicing, you will be able to add more accounts to your presentation to liven it up and change the pace. You will discover that your listeners will become more engaged in what you're saying because they can mentally relate better to your details. As you inform your tales, they'll have mental images playing in their minds.

They will in addition see on their own in the stories you tell and have it relate better to them. Start by adding one short story and then increase your story telling abilities from there. And the best of stories? It's a story that stays with your audience. It's a good story if the audience remembers it long afterwards,

How to find Stories

There is really no limit to the sources that can yield a good story. Stories can come from just about anywhere: from personal experience or the experience of others; or from books, newspapers and magazine the Internet, movies and TV programs. Some presenters even find store from mythology. You can also recycle and adapt stories others have used. Just be sure your listeners are not likely to have heard the son before. If you do lift a story you've heard from someone else, give credit to the source.

Telling your Stories

When you're telling a story, put some feeling into it. You're telling a story, after all, not reciting facts or raw data. Your eye focus, voice, posture, gestures-all combine to add emotional power to your stories. When you use these techniques effectively, your stories have a much better chance of resonating with your listeners. Think of the good speakers you've heard anyone, whether a colleague, your CEO, a public figure, even a performer being interviewed. Listen for the ways in which they weave stories into their remarks.

A good public speaker takes their audience on a journey, leaving them feeling inspired and motivated. But structuring your speech to get your ideas across and keep your audience engaged all the way through is the mantra.

Finally part of your preparation, practice your delivery. Practice, again and again.

7.5 WHY CONVERSATION SKILL IS IMPORTANT

The art of conversation, like any art, is a skill of elegance, nuance and creative execution. There is an art to everything we do. Without flair and panache most conversations become drudgery. Many a times we meet people who seem to have the knack for it. They can talk to anybody about anything and they seem to do it with complete ease. It's true that there are those who are born with the gift of gab, luckily for the rest of us, conversation skills can be developed and mastered. Conversation is a form of communication. It is usually more spontaneous and less formal. We enter into conversations for purposes and to enjoy social interactions. The types of conversation vary anywhere from intellectual conversations and information exchanges to friendly debate and witty banter.

Having good conversation skills is not necessary to become more gregarious, animated, or outgoing. Instead, you can develop the ability to listen attentively, ask fitting questions, and pay attention to the answers. With diligent practice and several good pointers, anyone can improve their conversation skills.

Tips on How to Improve Your Conversation Skills :-

- Do not dominate a conversation or make it all about you. A Monologue is not conversation.
- Show interest and curiosity in others.
- Strive for a balance of give and take.
- Be an active listener by maintaining good eye contact and Asking pertinent questions.
- Train yourself to relax by using visualization, meditation, or other relaxation methods. Being relaxed is vital for good conversation.
- Do not interrupt and cut in with your own ideas before the other person is finished speaking.
- Maintain an open mind; everyone has a right to express themselves even if you don't agree with what they are saying.
- Although this is cliché, try to avoid topics such as sex, religion and politics. You would be surprised at how many people get trapped by them and end up in verbal battle, not conversation.
- Be prepared by staying on top of the latest news, developments And world events.
- Be approachable by staying relaxed, smiling and maintaining a Friendly attitude.

Possessing the art of conversation improves personal, social and work relationships. It gives you the opportunity to meet interesting new people and introduces you to various new topics and subject matter. With practice and application anyone can improve their conversation.

By following some simple guidelines and using some well-tuned communication skills communicating in difficult situations becomes easier and help you in confidence building. Never forget that speaking has two basic formats:

- Reading aloud
- Spontaneous conversation

Reading Aloud is a Mechanical Process :-

Someone takes information in through their eyes, their brain interprets what they see and their speaking mechanism (tongue, lips, larynx, etc.) creates the sounds to say the words. There is no required regarding what to say because it is written down. Reading aloud is excellent practice because it trains the

speaking mechanism to say things in English. It gives you the opportunity to help them with their pronunciation as well.

Spontaneous Conversation is a Complex Process :-

It is not complex because of the thinking process as, regardless of What the students' native language is, they can think. The problem is getting them to think, interpret and spontaneously create spoken responses in English. An additional problem is the conversation itself. By definition a conversation is an event held with 2 or more people so listening comes into play as well. Conversing in English is much more complex than reading aloud as it takes place on the spur of the moment.

- Common Reasons of teaching English conversation.
- The student's character.
- Other students may dominate and/or intimidate.
- Students are not used to talking freely for reasons of culture And background.
- Students are afraid of making mistakes and therefore losing Face in front of the class.
- Students have been taught from an early age to always listen To the teacher rather than interact with the teacher.

The eight tips below can be used regularly to help your students learn good conversational skills.

- **Model a Good Conversation** : Make a point of having one-to- two minute interactions, one-on-one, at least a few times each week with students who struggle conversationally. Share information about yourself as you might when meeting a friend or acquaintance, and show interest in the student by asking questions about his or her interests. Conversation enhancers include responses and prompts like:

"Really?"

"Wow!"

"That's interesting."

"No kidding ! "

If these students don't or won't share easily at first, don't give up.

•**Encourage Physical Cues:** Identify procedures for having a conversation that includes appropriate non-verbal behaviour. For example, you might teach a strategy like S.L.A.N.T. (Sit up straight. Listen. Answer and ask questions. Nod to show interest. Track the speaker.)

•**Challenge Put-Downs or Hurtful Comments :** For example, If a student says, “I think what she did was really stupid,” challenge with “How else can you say that without being hurtful?” If the student seems unaware, teach an alternative like, “I disagree with that.” Ask the student to repeat what you said and then move on to:

•“What happened to make you feel that way?”

•“How would you have handled things differently?”

•“Do you think there is only right answer, or could there be more?”

•**ASK OPEN-ENDED QUESTIONS :** These are questions without one correct answer, questions that stimulate discussion and can be a very powerful way to reinforce the idea that there are different views of an issue, or a set of beliefs that can be equally valid. For example: “So if Columbus came knocking on your door and told you that sailing to the New World would be an amazing adventure and there might be lots of riches there, but you might never arrive because the world was flat, would you go?”

•**Put Thinking Ahead of Knowing :** When asked a question, don’t accept “I don’t know.” Tell students that you don’t require them to “know” but that you do expect them to “think.” Teach them how to wonder aloud, speculate, guess or give the best answer they can. (“I’m not sure about that, but I think _”)

•**Have Informal Chats:** Before class begins or in the hallway, ask students about their other classes, what they think about a current event, or how they feel about the outcome of a game. Share your thoughts as well.

•**Make Eye Contact :** When a student is speaking in class and you are listening, maintain eye contact. However, gradually scan away from the speaker and direct your gaze and movement towards other students. This will often get the speaker to redirect his or her talk toward peers, and it invites peers to get and stay involved with what’s being said.

• **Encourage Turn-Taking :** Use an object, such stick, as a signal for turn-taking. Teach your students that when they have the object, it is their turn to talk or pass while others are expected to listen.

• **Use Pair-work :-**

•Pair work helps to get quiet students talking.

• Reluctant students are under less pressure as they are not in The spotlight.

•Guide them so that they can speak in a controlled way at first, For example: give them a short, simple sentence and then ask them to read it back.

•Let students write down what they are going to say before they say it. This removes the risk element that a spontaneous Response requires.

- Once these basic skills are acquired you can start asking them simple questions about what they have read. Psychologically They are more likely to respond.

10. Acting Things Out and Reading Aloud :-

- Acting out scripted dialogues encourages quiet Students.
- You must work with the students like a drama teacher or Acting coach.
- Explain pronunciation, intonation, emphasis and emotion before you start.
- If you give effective guidance and get student co-operation, The result will sound good. This means that your students will Get a great deal of satisfaction and increase their confidence.

11. Role-play :-

- Quiet students, in general, speak more freely when they are playing a role.
- They do not have to be themselves.
- Role-play allows the students to take on a new identity and behave in uncharacteristic ways.
- Role-play enables the students to connect to a different personality and therefore reduce personal risk.

12. Use Recordings :-

- If it's possible, ask your students to record what they would like to say at home. This gives them the privacy they may need to record and re-record with fear until they are happy With the result.
- Listen to the recordings they bring to class and TACTFULLY point out any inaccuracies you hear.
- Each student is given the chance to listen, get feedback from You and repeat.
- This is a positive, iterative process that encourages self Assessment and motivation,

What is important in teaching conversation is NEVER try to bully or blackmail quiet students into talking. If you do, you'll just make things worse. The student will not respond positively and the rest of the Class may react negatively towards you as well.

When you use any of these strategies for teaching English conversation **ALWAYS** make sure that: you have properly prepared all the material you will use, it is appropriate for the class skill level and that you introduce, present and explain what is going to be done and what is expected .

Use the above strategies wisely when teaching English conversation.

Start reluctant speakers off with simple reading exercises in a controlled And non-intimidating environment. If you do, you'll soon have helped Build their confidence and they'll start speaking more freely. Few situational conversations are taken from "Everyday Conversations.

These dialogues may contain English names but the daily situational conversations which are common at all the places are taken to make clear to the students.

7.6 SITUATIONAL CONVERSATIONS

Conversation between Doctor and Patient – Spoken English

MR. KAPOOR : Good morning, Dr. Sharma!

DR. SHARMA : Good morning! What's wrong with you?

MR. KAPOOR : I have been suffering from fever since yesterday.

DR. SHARMA : Have you any other problem?

MR. KAPOOR : I also feel headache and shivering.

DR. SHARMA : Let me feel your pulse and check your fever..... At this time the fever is 102 degree. Don't worry, there is nothing serious. I am giving you the medicine, and you will be all right in a few days.

MR. KAPOOR : Thank you, doctor.

Dr. Sharma : But get your blood tested for malaria, and come with the report tomorrow.

MR. KAPOOR : OK doctor.

DR. SHARMA : I shall recommend at least two days rest for you.

Mr. Kapoor : Would you prepare a medical certificate for me to Submit it in my office? :

Dr. Sharma : Oh sure..... This is your medical certificate.

MR. KAPOOR : Thank you very much. Please tell me how shall I take This medicine?

DR. SHARMA : This medicine is for one day only. Take this dose a soon as you reach your home and the second at 3 p and the third at night before sleeping.

MR. KAPOOR : What should I eat doctor?

DR. SHARMA : You should eat only light food. You can take milk and Fresh fruit also.

Mr. Kapoor : How much shall I pay you doctor?

Dr. Sharma : Rupees hundred only.

MR. KAPOOR : Here it is please. Thanks doctor.

DR. SHARMA : It's all right.

MR. KAPOOR : Thank you doctor. I shall see you tomorrow with my Blood report.