

**THE AIM OF THE COURSES OF "ORAL
COMPOSITION" OR "ORAL COMMUNICATION" IN A
FOREIGN LANGUAGE AT THE UNIVERSITY
LEVEL: TECHNIQUES AND EXPECTATIONS**

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Introduction: The purpose of this study is to point out that the courses of "oral Composition" in the target language in the departments at the university may provide an extra help and guidance to the non-native philology students who expect to become communicatively competent while they are using it for various purposes.

General Views

Language without which civilization would not be possible, is a means of communication and the purpose of language is to communicate. The greatest part of linguistic communication is oral because since the very beginning of humanity, people have learnt to speak long before writing was introduced. As a result, they had a desire to study this process which they have seen not as a means of communication only, but as a useful functional art. "Beginning with the first civilized, literate societies and continuing to the present, public speaking has been the object of formal and informal instruction. (1) Since the very early ages, the ability of using the art of speech as a "method of evoking meaningful responses from somebody" (2) has urged man to study it with scholarly emphasis. It is, therefore, a fact that speech has a priority to writing and that modern linguistics studies primarily the current spoken use of a language which has many features that the written form cannot transcribe adequately. (3)

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(1) Wayne Minnick, *Public Speaking*, (Houghton Mifflin Comp., Boston, 1979), p.2

(2) Jon Eisensohn, Paul H. Boase, *Basic Speech*, (The MacMillan Comp. New York, Collier-MacMillan Ltd., London, 1967), p.1

Since the beginning of the 20th century there has been "two major developments in the field of language. One has been the increasing study of foreign language as an integral part of general education; the other, the astonishing growth of the science of linguistics."⁽⁴⁾ Methods and techniques offered by the scientific linguistic research have been of great help for the language teacher in his effort of teaching his students the structure of the target language, as well as in his effort of improving their ability of communicating through meaningful language practices in the foreign language that they are learning. On the other hand, in applying the linguistic notions to language teaching, Denis Girard points out the following main principles:⁽⁵⁾

1. We should begin by teaching the spoken language. We must have an oral approach. Linguists have concentrated on the oral forms of languages in their description. So, as language teachers "by starting with the spoken language, we are following the natural, genetic and historical order".⁽⁶⁾

2. Language functions as a means of communication between the members of a community and a foreign language course cannot be effective if it fails to meet the need for communication.

It is obvious that the ability of being able to use the verbal and non-verbal systems of the target language accurately and fluently for communicative purposes, for expressing oneself, for evoking meaningful responses from others and for informative and persuasive purposes is necessary. So, making the students understand and use the target language as fluently and accurately as possible as it is actually used by the native speakers and giving them a proper pronunciation necessary for an effective communication in the target language have an important place among the objectives of the 20th century language teaching.

Non-native adult students, in general, who are studying a foreign language and literature in the philology departments at

[3] Denis Girard, *Linguistics and Foreign Language Teaching*, Translated by R.A. Close, (Printed in Hong Kong by Commonwealth printig Press Ltd. Co., 1972), P.5

[4] Girard, p. vii

[5] Girard, p.7

[6] Girard, p.7

the university level and who are expected to use the target language freely and confidently must be distinguished from other adult learners who see the target language only as a learning activity just to be carried on parallel to their main branches of study. This is because, many of the philology students expect to become either scholars of philology or foreign language teachers in the future, while some others expect to use the target language in various other fields of work after graduation.

Such students, at the university level, are supposed to be advanced learners in the target language and although they take various courses on its grammar, phonology and literature as well as other courses on teacher training, may still have difficulties in carrying out informal conversations, participating in class discussions, giving oral reports and presenting ideas in formal discussions. These difficulties may arise because of their lack of confidence either in their linguistic competence or communicative competence or in both of these while they are trying to use the target language for various purposes in actual situations some of which are mentioned above. As a result, they feel embarrassed thinking that their class mates who are more competent linguistically and communicatively will make fun of their faulty articulation and grammatical mistakes. Such students, in order to keep away from mistakes, prefer not saying anything at all, insist on remaining silent during the class discussions or try to read their papers when they are expected to give oral reports because of the excessive stage fright they experience.

Linguistic competence which is a part of communicative competence is the knowledge of forms and meanings. The learner who has already grasped the knowledge of forms, meanings and functions of the target language now expects to be able to use this knowledge in various meaningful social situations in order to convey his intended meaning. That is, once he learns the forms of the target language, language functions are emphasized over these forms. Then, a different kind of language skill is emphasized at the intermediate and advanced levels. In other words, the student works with language at the discourse or suprasentential (above sentence) level. He realizes "that the target language is a vehicle for communication not just an object to be studied." (7) At the same

time, as it is in the case of the philology students, he is exposed to the culture to which the target language belongs. Here it will be helpful to define culture in Larsen's words: "Culture is the everyday life style of people who use the language natively." (8)

At this level, that is, after grasping the knowledge of forms meanings and functions of the culture of the target language, and even after being exposed to the culture of the target language by studying certain literary works written in that language, the philology students may still have certain difficulties in pronunciation. And it is a fact that, for a better understanding of a speech, an acceptable pronunciation is necessary since mispronunciation and peculiarities make it distracting, or wrong accent and stress or shift in emphasis may cause drastic changes in meaning. For example, some students may still have difficulty in the different pronunciations of certain groups of letters such as "ought", "bough", "enough", "thorough" and be aware of the fact that "in the written language the phonological elements are represented very inadequately by the graphic symbols and are often ignored altogether." (9)

On the other hand, there are some sounds which are represented by different letters. In English, for example, the (s) sound is represented as c, ch, ss, s or t as it is seen in the examples *delicious, machine, assure, sugar* and *patience*. Or the diphtong (iy) is represented as ee, ea, eo, i, ei, or ie as it is seen in the examples *see, mean, people, machine, receive, believe*.

Sometimes the phonological features of the students' native language may cause some problems of pronunciation. For example, Turkish students may have some problems of pronunciation with the pairs /ø/ and /t/ or /w/ and /v/ in English which may be overcome with the help of certain exercises. In brief, it can be said that "the perceptive-motor skills of learning and articulating form the unconscious reflexes of speech, and they are much more potent in language learning than the act of writing is." (10) And students expect to gain the ability of speaking fluently with grammatical correctness at a reasonable speed.

In brief, such students may be in the need of an extra guidance

(7) Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Oxford University Press Inc. New York, 1986), p. 133

(8) Larsen, p. 133

(9) Girard, p. 57

(10) Larsen, p. 59

in order to improve their ability to use the target language for oral communication and in order to gain confidence in speaking on two linguistic levels, phonology and grammar, which can be summarized as follows:

1. They need a pronunciation which enables them to use all the phonological contrast which are necessary for an effective communication in the target language.
2. They need more oral practice to increase their ability to use syntactic and morphological structures to produce original and correct sentences in the target language.

Of course, the fulfillment of such a need should only be carried on parallel to their other studies.

Here, a brief outline of the aim and techniques of the guidance provided to the students throughout the "oral composition" courses as well as a brief outline of the expectations will be of help.

The Aim of the "Oral Composition" Courses Designed for the nonNative Speaker Students at the University Level

There are two major goals to be reached at throughout the "oral composition" courses. These can be summarized briefly as follows:

The primary aim is to provide the students with guidance on the phonological level so that pronunciation mistakes which are likely to arise in carrying out informal conversations, participating in class discussions, giving oral reports and presenting ideas in formal discussions will be overcome through meaningful communicative exercises. Besides these exercises, others for improving voice and diction will be done. As it is already known, foreign-born speakers may produce the speech sounds of the target language closer to the sounds of their mother tongue. This causes difficulty in communicating their meanings. As a result, the listeners make special effort to understand the speaker and the speaker feels that he loses his effectiveness. This causes stage-fright and embarrassment that leads to inhibition in language learning. The aim is also to make the students be aware of the fact that voice is a basic component of speech and it tells much about one's personality and that the speaker must learn to

control it by learning and understanding how it is produced, where the sound begins in human being, how the vowels and consonants are articulated when the tongue is changed in shape or pressed against the palate. That is why, essentials of speech production, the speech mechanism, how the speech production is accomplished through the use of the organs of respiration and digestion may also be taught throughout the course. And also, descriptions of the sounds especially the ones which cause most difficulty for foreign-born persons, word lists and other exercise materials are provided. The students are advised to continue doing these exercises even when the course hours are over. Because it is a fact that, with the aid of these studies which may be carried on individually, later, at home, the students may overcome their embarrassment and stage fright at least to a certain extent. Such a study is of great importance especially for the students and intending teachers who are non-native speakers. This is because, a learner who knows the structure and vocabulary of the target language well, or the one who can understand what he reads in a foreign language accurately may still have difficulties in articulating the sounds of that language. That is why he becomes shy and unable to communicate his ideas and opinions in that language. The courses of "oral composition" or "oral communication" in a foreign language attempts to teach the learner that such a problem arises from another problem which is poor articulation the causes of which may be one of the following:

- a. Lazy inactive lips
- b. Stiff jaws
- c. Thick clumsy tongue
- d. Inactive velum

So, in these courses such causes are aimed to be overcome with the voice training exercises which emphasize the problem sounds. These exercises are done, for example, with the repetition of tongue twisters including these troublesome sounds, at a certain controlled speed.

The second important aim is to motivate the students to develop rhetorical skills and thus to gain fluency in presenting in public, their pre-organized ideas and thoughts on a specific

subject. During the performances, the teacher evaluates their accuracy and fluency at the end of each presentation as an advisor or co-communicator. As the errors are tolerated and are seen as a natural outcome of these meaningful communicative exercises in the target language, the teacher does not interrupt the speakers to correct them. Therefore, the students come to the conclusion "that making mistakes and still saying something is better than not saying anything at all and keeping thus, away from mistakes. This might encourage the timid learner and demonstrate that the learner himself is not a static constant but growing organism". (11) Therefore, the aim is to have constant oral practice secured by continual assignments.

Techniques Suggested for the Planning and the Organization of the "Oral Composition" Courses at the University Level

In these courses which are designed to help the non-native speaker students to be able to speak fluently with grammatical correctness and in a reasonable speed in the target language, the students and the instructor meet three hours per week. Of course it is necessary to devote the majority of the course hours to oral presentation delivered by the students and to secure constant oral practices by continual assignments, but theoretical information, at the same time, must be covered through class discussions concerning the following major topics mainly:

- I- Definition, nature, purpose, function, methods and components of speech.
- II- Fundamentals of speech production, speech mechanism, descriptions of the sounds, especially the ones which cause most difficulty for foreign born persons, word lists, voice and diction training exercise materials.
- III- Public speech and its basic characteristics.
- IV- The important factors which help to make up an effective speech such as preparation, organization, content (style) and delivery.

(11) The Foreign Language Learning Process: An Occasional Paper (ETIC Publications. The British Council English Teaching Information Center. Produced in England by the British Council, Printing and Publishing Department, London, 1978), p. 46

Now, it is necessary to have a brief look at these topics to see how they are dealt with in class and how the students may develop their linguistic and communicative skills in the light of this theoretical information they are provided with.

I- Definition, Nature, Purpose, function, Methods and Components of Speech:

In this section the following topics are studied briefly in general:

A- *Definition and nature of speech:*

It will be of help to the students to learn that speech can be defined as a "method of evoking meaningful responses from somebody" and that in order to evoke meaningful responses from somebody, or, in other words, in order to produce a speech act, audible words as well as visible words (gestures) which may be the equivalents to audible words are used. They should also learn that everybody has a style of speaking and is identified by how he says what he thinks and feels. If the speaker is able to convey his thoughts and feelings to other people, then it can be said that speech is used effectively. And using speech in the target language effectively is what the students need in fact.

B- *Purpose and functions of speech:*

Students should be informed about the various purposes and functions of speech. According to Eisenson's classification, speech can be used for the expression of emotions (expressive speech), as a social gesture such as greetings (social gesture speeches), in falking ourselves out of fear (speech to allay fear), to convey a specific idea in order to get a specific response from the audience from the speaker's control, in the form of physical movements indicating tension, boredom or annoyance which indicate unfavourable response or attentive listening which indicates a favourable response.⁽¹²⁾

C- *Methods of presenting speech:*

Students should also be informed about the four methods of presenting speech as Capp classifies:⁽¹³⁾

(12) Eisenson, pp. 4-6

(13) Glenn Capp, Basic Oral Communication, (prentice Hall Inc. Englewood Cliffs, New Jersey, 1976), pp. 162-164.

- a. *Impromptu Speech*: The speaker has to speak within a limited time without preparation, supporting his ideas with illustrations or an amusing story. There is not much time for thought.
- b. *Extemporaneous Speech*: The speaker is thoroughly prepared by making research, gathering material, organizing and outlining ideas. It is not written to be read or memorized. The speaker writes important points or transition sentences on the filing cards and when he looks at each, remembers what he is going to say, develops his ideas accordingly.
- c. *Memorized Speech*: The speaker memorizes the speech.
- d. *Manuscript Speech*: The speaker writes out the whole speech and reads from it.

At this point, the students are provided with the information on the differences between these four methods of presenting speech as well as the advantages and disadvantages of each. They are also warned that they should avoid memorizing the whole speech or long, complex and bookish sentences, and that they should also avoid reading from manuscript otherwise they will face the dangers of forgetting certain words, phrases or sentences, becoming rigid and too robot-like, losing eye contact with their audience and worst of all the danger of losing the ability of using the target language freely and confidently as they won't be able to adapt the language they use to the situations that are likely to arise during their speech.

So, of these four kinds of presentations, students are guided and advised to begin with quick impromptu speeches at the beginning of the course, for a few weeks, in the form of playing dinner party games in which they select a relevant topic which may be from their own experiences, in the form of inventing dialogues, discussing proverbs or paintings. They may agree or disagree with one another by supporting their own ideas and feelings. Thus, they become creative and imaginative while they are communicating directly by thinking the thought as they speak.

After the study with quick impromptu speeches are over, students are encouraged to prepare 3-5 minutes extemporaneous speeches. These speeches begin with a simple exercise on "how to do something." Each student selects an interesting activity which

he thinks will be of use for the audience, prepares for it before coming to class and informs them. As "the main ideas and the basic structure are firmly in mind but remain flexible, and the language is chosen at the moment of utterance and adapted to the responses of the listeners⁽¹⁴⁾ the speaker remains flexible, he does not have artificial manners, he can shorten or lengthen his message as the occasion demands and his speech does not sound memorized.

Later, the students are given more complex exercises such as:

1. Preparing a simple reporting speech. He reads an article in a current magazine and gives a five minutes oral report on it in class. He is not responsible for the content or the organization of the article. His only duty is to report it to the class. He proceeds as follows:
 - a. States the title and the date of the magazine, the author's name and the title of the article.
 - b. Reviews the article.
 - c. Gives a brief appraisal or evaluation of it.
2. He chooses a novelist, a playwright or a poet. Makes a five minutes speech using the following outline:
 - a. A brief biographical sketch.
 - b. A brief discussion of his principal writings.
 - c. A critical evaluation of one of his works.

Of course, at the end of each speech the instructor and the students among the audience who volunteer evaluate and criticise the speaker's delivery trying to answer questions such as:

1. Is he self confident and flexible?
2. Are his gestures directed to the message he tries to communicate?
3. Is he looking friendly, relaxed and natural?
4. Has he been able to establish eye contact with the members of his listener-viewers by looking directly at them or by shifting his glances?
5. Does he have repetitive tick-like actions?
6. Has he used his notes cleverly as reminder?
7. Has he responded to the mood of the material and the audience's reaction?
8. Was his voice effective?

While trying to answer such questions under guidance of the instructor, both the speaker and the students who listen to him begin to understand what is needed to convey the message successfully. Each one of the students should be ready to criticize and evaluate both himself and his friend as speaker without being offended and without offending others in order to make a progress and not to repeat the same mistakes he has already made or observed in someone else, when it is his turn to speak next time. The instructor gives the theoretical information and acts just as an advisor or co-communicator and he never interrupts the speaker to correct his mistakes.

D- *Components of speech:*

The students should learn that the basic elements (components) of speech are content (words), organization and delivery.

Here, it is necessary to have a brief look at these basic elements from the point of view of non-native speaker students who want to communicate in the target language better, and who wish to become foreign language teachers in future.

a. *Content*

If words, as the audible symbols of speech, convey the intended opinion or idea and reveal the experienced feeling accurately in appropriate time, an effective communication takes place. In order to do this, the speaker should observe the meaning of words attentively. He should be an expert of the words and their denotations and connotations.

As Minnick says in his *Public Speaking*, "word choice is also a choice of image and meaning. Good speakers and writers know this and select words that suggest precisely the meanings they want" (15) He, then, goes on saying that "careless and poor communicators who are in fact inexact stylist cannot distinguish the difference between such pairs of words as *gift* and *present*, *shout* and *yell*, *strg* and *chant*, *laugh* and *chuckle* and many other pairs". (16)

(15) Minnick, p. 154

(16) Minnick, pp. 154-155

It is necessary to make the foreign-born students aware of the fact that when most words are considered alone, they have many possible meanings. Therefore, it is essential to consider all the factors which determine a particular meaning. So, besides the connotations and denotations, there are certain determiners for the meaning of the word:

Verbal context and the circumstances (situation) are the factors which determine the meaning of a certain word. These factors include the following aspects:

1. The external conditions at the time a word is used.
2. The relationship of the given word to a context of words.
3. The attitude of the speaker toward the person to whom he is speaking and/or what he is saying⁽¹⁷⁾.

For example, the word love may stand for a variety of meanings. Always the particular context in which it is used determines the sense of the word as it can be seen in the following sentences:

- a. My *love* is like a red red rose.
- b. The *love* of money is the root of all evil.
- c. You are my *love*.
- d. For the *love* of mercy stop that nerve straining noise.
- e. Plants *love* sunlight.

On the other hand, the situation in which a word is used defines its particular sense as it is seen in the example of bill. If the situation is a biology lecture, it is the "beak of a bird" or if the situation is a conversation between a cashier and an errand boy, then it is "a piece of paper money." So both the verbal context and the situation contribute to the meaning of the word. Therefore, the student has to grasp the fact that, by this way, a common response is determined by the common usage of the word and has to be able to give importance to being in utter control of the words that he chooses.

b. *Organization:*

Every speech has three major divisions (introduction, body and conclusion). As Eisenson suggests, the speaker:

1. Selects his topic (proposition or purpose)

(17) Eisenson and Boase, p. 176

2. Collects the supporting materials (facts, illustrations, testimony, etc.)
3. Faces the highly personal task of synthesizing, discarding, limiting, subdividing and finally ordering usable evidence in order to promote the desired audience responses.⁽¹⁸⁾

Therefore, in the preparation of a speech, the speaker must be careful with the following steps:

1. Choosing and limiting the given topic
2. Making a rough outline
3. Making a research depending on more than one source
4. Making a second outline

In such a study, the non native speaker student has to make use of the sources written both in his own native language and in the target language. In the case of using sources written in his native language, he has to write, once again, the facts he has gathered producing correct and original sentences in the target language. On the other hand, in the case of using sources written in the target language the student has to make an effort of paraphrasing the original sentences, make an analysis and synthesis of the facts relevant to his topic and then re-write them in his own words avoiding long and bookish sentences.

c- Delivery

As it is already known, a successful and effective delivery uses both visual signs such as bodily action, facial expressions, posture and gestures and auditory signs such as the use of language and voice. So, the students who are taking the courses of "oral communication" in the target language, should bear in mind that at the basis of such a formal training there should also be the mastering of the documentary record of its text."⁽¹⁹⁾ There is an immediate audience before the speaker to whom he has to present a body of ideas in visible and audible form using the phonological morphological and syntactic patterns of the target language in order to receive responses from his listener - viewers who too are non native speaker students.

So, the student should learn two things in the delivery of speech which will help him in his future scholarly studies or when he becomes a foreign language teacher. These are:

(18) Elsenon and Boase, p. 316

(19) Capp, p. 233

1. To be able to concentrate on what he says as he says it
2. To make an effort in order to gain a response from his listener-viewers.

The audience easily understands if the speaker is concerned about his ideas, if he is concentrating on his ideas and topic or not. Because there is an instant relation between the speaker himself, what he says and the audience at the exact moment of utterance.

11- *Fundamentals of Speech Production and Improvement of voice and Diction:*

A- *Fundamentals of speech production:*

Students who have already taken courses on "phonology" or "linguistics" will, most probably know how speech is produced through the use of respiratory and digestive organs. But it will be of great help to all of them to give a brief summary of the essentials for sound and speech production and a short study of the speech sounds of the target language before emphasizing the exercises to be done for the improvement of voice and diction.

B- *Improving voice:*

After having learnt how voice is produced and the role of voice in speech, it is necessary to make the students think on the following key questions which are put forward by Eisenson, and to make them work with necessary exercises to improve their voice if they have any problem.

The key questions are:

1. What is an effective voice?
2. How can I voluntarily control my voice?
3. How can I improve my voice to make it an instrument to reveal my thinking and feeling to secure the responses I want my listeners to make to my speaking?⁽²⁰⁾

The objective characteristics of an effective voice which are a) adequate and controlled loudness, b) variety of pitch, c) good tone quality, d) appropriate rate and timing are discussed. And then exercises on the control of loudness, and on certain defects of voice quality such as breathiness and excessive nasality are provided for the students. Thus, the students become aware of

(20) Eisenson and Boase, p.80

their limitations and learn what to do to overcome these defects of voice quality.

C- Improving Diction:

The students learn the causes of faulty diction. Since they are not native-born speakers, most of them produce the speech sounds of the target language in a manner closer to the sounds of his native tongue. So, as a natural result, they may have some difficulty in communicating their meanings.

At this point, students are provided with a "phonetic approach to speech improvement"⁽²¹⁾ and then with an individual study of troublesome sounds"⁽²²⁾ in the speech of the target language.

As it is already known, a phoneme is the "smallest contrastive unit" that can change meaning. For example, in English, pill and bill mean different things. So, (p) and (b) sounds are different phonemes. As Bright and McGregor state "not all languages make this distinction between (p) and (b). It does not exist in Arabic for example"⁽²³⁾ And in English, the difference between aspirated (p^h) and unaspirated (p) makes no difference to meaning and they are the allophones of /p/. Only phonetic training makes the speaker understand the difference because phonemic differences are given more importance. But, if the /t/ sound in English is followed by an /l/, "it is not necessary to remove the tongue tip from the gum ridge to complete the sound. Instead, the sides of the front part of the tongue break contact with the teeth to permit a lateral explosion... emitted orally." ⁽²⁴⁾

So, one needs to have a phonetic training as well, for speech improvement otherwise, as it is in the case of the difference between the two allophones of /l/ in little, "to an English ear many foreign speakers who do not make this distinction appear to say lectil." ⁽²⁵⁾

Therefore, first a phonemic training and then a phonetic training is necessary for the non native speakers who want to communicate orally in the target language and who want to teach

(21) Eisenson and Boase, p. 118

(22) Eisenson and Boase, p. 119

(23) J. Bright and G. P. McGregor, *Teaching English as a second Language: Theory and Techniques for the Secondary Stage*, (Printed in Hong Kong by Sing Cheong Printing Co. Ltd. Longman, 1976), p. 179

(24) Eisenson and Boase, p. 121

(25) Bright and McGregor, p. 179

it, because, "a speaker who fails to make allophonic distinctions will sound foreign but be instantly comprehensible, whereas one who fails to make phonemic distinctions will in certain contexts confuse the hearer."(26)

Many Turkish students may have difficulties between the pairs *leaving* and *living*, *beaten* and *bitten* and *seated* and *sitted*. They need to improve their pronunciations.

Improving the intonation is another point to be worked on. Bright and Mc Gregor indicate that:

"The selection of the syllable for special attention and the intonation given to it make profound changes of meaning. Unless their attention is drawn to it, many foreign learners who hear English mainly in the school situation are unaware of such differences... Pupils who overstress weak syllables, especially pronouns, frequently convey the wrong meaning."
(27)

Then they give the following example:

Foreign students tend to overstress either the first or the second pronoun when they try to say that they simply failed to meet somebody in the words 'I didn't meet him!' So, the listener misunderstands him and asks 'Oh? Who did?' or 'Who did you meet then?'(28)

At this point, Eisenson and Boase, in chapters on "Improving Your Voice" and "Improving Your Diction" in *Basic Speech*, give extracts from various poems to be read aloud as review and practice materials. Parallel to what they recommend, Bright and McGregor state that:

"Many teachers... begin with dialogues, homemade plays and play readings and demand maximum comprehensibility and the phonological behaviour that goes with it for the sake of the success of the play. The speech of the actor faced with the need to get it across to the back of the hall improves rapidly if he is given... help he knows he needs."(29)

(26) Bright and McGregor, p. 179

(27) Bright and McGregor, p. 189

(28) Bright and McGregor, p. 190

(29) Bright and McGregor, p. 191

Thus, as it is clearly seen, the role of voice and diction is also very important in a successful communication in the target language. The speaker must learn how to use his voice effectively and control it voluntarily. He must also learn how to improve his voice and to overcome the defects of his voice quality. Then he must try to improve his faulty diction fighting against the foreign language difficulties. Here, they need the help of the phonetic approach to speech improvement and the individual study of troublesome sounds. They must be aware of the fact that phonemic training as well as phonetic training are necessary for them to improve their diction. Only after such a training, the non native speakers who want to communicate orally in an accurate way can be comprehensible without distracting and confusing the hearer. Both the experts of speech pathology and audiology and the experts of methodology in foreign language learning recommend the necessity of practicing by reading aloud and listening to oneself on tape recorder if possible in order to attain maximum comprehensibility and phonological behaviour.

Thus, the non native speaker students who have such a training at an advanced level will be able to help their own students in the light of their own training when they themselves become foreign language teachers.

III— *Public Speech and Its Basic Characteristics:*

"A democratic society demands an alert citizenry, skilled in the techniques of public address"⁽³⁰⁾ such as giving lectures, teaching and participating in many kinds of activities, because, "rhetorical means enable men to obtain responses by influencing human behaviour."⁽³¹⁾ In order to achieve an effective speech one needs the mastery of the classical elements in speech preparation. These classical elements are still valid in the 20th century. And an effective public speaking requires the mastery of these elements:

1. *Inventio* (invention): The discovery of logical, emotional and ethical proofs and discovering the materials.
2. *Dispositio* (Organization): Analysis, synthesis, outlining the proofs and planning arguments.

(30) Elsenon and Boase, p. 248

(31) Wilbur, E. Gilman, Bower Aly, Hollis White, *The Fundamentals of Speaking*, (The MacMillan Comp., New York, Collier - MacMillan Ltd. London, 1964), p.4

3. Elocutio (Style): Choosing words, phrases and language.
Clothing the language with an appropriate style.
4. Memoria (Memory): The treasurehouse of ideas.
5. Pronuntiatio (Delivery): Proper management of the voice and body. (32)

The speaker, in order to be successful in the treatment of these five essential skills depends on his selection of his general purposes which are 1) Speech to entertain, 2) Speech to stimulate, 3) Speech to inform, 4) Speech to persuade.

IV— The Important Factors Which Help to Make up an Effective Speech (Preparation, Organization):

Steps to be followed in speech preparation and composition of public speech as they are given to the students can be summarized as follows:

1. Audience analysis
(Is the topic suited to the specialized interest of of the audience or if the topic is already familiar to the audience, how can it be treated to hold and arouse attention)
2. Analyse occasion
(Is the topic suited to the occasion, will others speak on the same topic?)
3. Select subject
(Is the topic too difficult or is worthy?)
4. Determine purpose
(Entertaining, stimulating, informing, persuading)
5. Select and gather material
6. Analyse material
7. Select forms of support
8. Organize the speech
 - A. Phrase the title
 - B. Outline the speech

(32) Gilman and Aly, p. 16

1. Introduction
- ii. Body (Main points and sub points)
- iii. Conclusion (Summary, restating the central idea, appeal)

Finally, the students are expected to perform informative or persuasive speeches from six to ten minutes. As a major course requirement students are expected to participate in oral discussions and are held responsible for oral presentations to be delivered in class. The final assessment of each student throughout the semester is based on class participations, oral presentations in class and the final examination to be held orally.

Expectations

At the end of these courses non native speaker philology students are expected to acquire the following skills:

1. Developing personal confidence in using the target language for academic, teaching, social and communicative purposes.
2. Making use of certain important intellectual abilities such as investigating a topic, gathering reliable information about it, selecting and using the material relevant to the audience, evaluating organizing and arranging the content materials in the target language.
3. Listening intelligently and critically others, as these activities in the classroom enable the students acquire another necessary skill which is not productive like speaking is, should be learned by the students. With these oral practices they get the chance to listen to different types of the target language as it is expected from them to be able to understand the spoken language outside the classroom. In order to have a purposeful communication, the listeners must give response to the speaker. With the help of this feedback which they provide the speaker with, he can evaluate whether or not his purpose has been achieved. Thus, both the students who are listening, and the one who is communicating his ideas, opinions and emotions benefit from these oral practices at the same time.

Conclusion

The student learns the complex structure of the foreign language in which the phonological, morphological and syntactic components are all present. Once the non native speaker student learns the forms of the target language a different kind of language skill is emphasized. At this point, students work with language at the discourse or suprasentential level. The aim is to guide the student to realize that the target language is a vehicle for communication, not just an object to be studied.

So, in communicative approach which is important in foreign language teaching, the primary goal is to enable the students to communicate using the target language and to enable them to apply their knowledge in negotiating meaning.

Students should be able to use the verbal and non-verbal systems of the target language accurately and fluently outside the classroom for the following purposes:

1. Communicative purposes
2. Expressing himself
3. Evoking meaningful responses from others
4. Informative and persuasive purposes

Philology students, in general, who are learning a foreign language, whether they are intending teachers or not, benefit from the "oral composition" courses in their departments at the university in certain ways. They learn:

1. The essentials for speech production, how speech production is accomplished through the use of speech mechanism and the description of the troublesome sounds in the target language.
2. To control their voice which is the basic component of speech with the help of voice training exercises.
3. The reasons of poor articulation and the ways to improve voice and diction through certain exercises.

4. The difference between fear, stage-fright and heightened feeling and how to overcome their stage-fright and embarrassment.
5. Developing personal confidence and certain intellectual abilities such investigating a topic, making a research, evaluating, organizing and arranging content materials, understanding and analysing the audience and occasion, timing, listening to others and exchanging ideas in the target language.
6. Speaking fluently with grammatical correctness at a reasonable speed.
7. Participating in class discussions, giving oral reports, presenting ideas in formal discussions with less embarrassment.
8. Seeing their errors as a natural outcome in the process of developing their communicative skills and avoiding saying nothing at all in order to keep away from mistakes.

Thus, non native students who are intending teachers benefit from these courses in some special ways besides the ones cited above. They learn:

1. That the target language is a vehicle for communication, not an object of study only, and that they must make their future students aware of this fact.
2. How to overcome their own mispronunciation first with the help of certain methods such as listening to themselves on tape recorders, by practicing and by using dictionaries to find out correct and standard pronunciations.
3. Not to interrupt their students frequently to correct their mistakes during their oral performances but tolerate their errors and stay as an advisor when he uses communicative approach.

4. The importance of the body language. For example "in a beginners' class, gesture and the tone of voice are at first more important than the actual words or phrases used to tell students what to do and how to do it. (33)
5. How to make the analysis of their students (their age, interests, background) before selecting and adapting the language they are going to use in the classroom.
6. To direct students' attention with the help of the tone of voice and gestures and with the use of the "marker words such as alright \ fine \ now / ok \ right / now then \ " (34) which are important in classroom dialogue. In fact it is not important which of these words the instructor uses. It is the tone of his voice and his intonation that commands the students' attention.

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(33) Larsen, p. 57

(34) Jane Willis, *Teaching English Through English: A Course in Classroom Language and Techniques*, (Longman Handbooks for Language Teachers, Printed in Hong Kong by Sing Cheong Printing Co. Ltd. Longman Group Ltd. 1981), p.8

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