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TEACHING MIDDLE SCHOOL STUDENTS MONOLOGUE SPEECH AT
ENGLISH LESSONS

Bachelor's Degree

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ABSTRACT

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The research work to obtain the Bachelor Degree in the Specialty “014 Secondary Education (the English Language and Literature)”. – Rivne, RSUH. – 2024.

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The thesis deals with the issue of teaching middle school students monologue speech using specific techniques for effective acquisition of an appropriate speaking skill.

In the research the concept of monologue speech has been explored, challenges of learning speaking have been described and the techniques of teaching monologue speech have been analysed.

Monologue speech is difficult to teach because of the complexity of the skill. So teachers have to use specific strategies to effectively teach monologue in middle school.

The aim of the study is to find effective techniques to teach monologue speech which can both satisfy middle school students' needs and develop monologue speaking skill.

The hypothesis of the research is the statement that continuous arbitrary monologue speech on a specific topic can improve a speaker's monologue speaking skills.

The practical part of the study analyses techniques for teaching monologue speech. The appropriateness of the techniques has been analysed according to Brown's characteristic of a good speaking technique. One of the techniques was used in an experiment in order to check its effectiveness.

The results of the experiment partially proved the hypothesis of the research.

Key words: monologue speech, middle school students, technique, oral presentation, arbitrary speech.

АНОТАЦІЯ

Леонівець О. О. Навчання учнів основної школи монологічного мовлення на уроках англійської мови. – Дипломна робота на правах рукопису.

Наукова робота на здобуття ступеня «Бакалавр» за спеціальністю 014 «Середня освіта (Англійська мова і література)». – Рівне, РДГУ. – 2024.

Науковий керівник – Гронь Лариса Василівна.

У дипломній роботі висвітлюється питання навчання учнів основної школи монологічного мовлення із використанням особливих стратегій та прийомів навчання для ефективного набуття відповідних навичок та вмінь.

У роботі було досліджено поняття монологічного мовлення, описані труднощі формування складних іншомовних монологічних умінь та ретельно проаналізовані стратегії та прийоми навчання монологу.

Метою дослідження є виокремлення ефективних стратегій (приймів) навчання монологічного мовлення англійською мовою, які сприятимуть ефективному формуванню та розвитку іншомовної компетенції у говорінні у формі монологу.

Гіпотезою дослідження є твердження про те, що повторюване у часі тренування у довільному монологічному мовленні на запропоновану розмовну тему може покращити навички монологічного мовлення мовця.

У практичній частині дослідження аналізуються стратегії (прийоми) навчання іншомовного монологічного мовлення. Відповідність стратегій та прийомів навчання виду мовленнєвої діяльності була проаналізована за характеристикою мовленнєвої техніки Брауна. Одна стратегія використовувалась в експерименті для перевірки її ефективності.

Результати експерименту частково підтверджують гіпотезу дослідження.

Ключові слова: монологічне мовлення, учні основної школи, прийом навчання, усна презентація (показ), довільне мовлення.

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INTRODUCTION

The topicality of the research. The topic of the research is teaching middle school students monologue speech at English lessons.

The fact that the English language has become the number one language throughout the world does not need any proofs or facts anymore. It is obvious for every person who has ever been abroad, even in a country where English is not an official language. The famous phrase ‘Do you speak English?’ has given hope to hundreds of thousand tourists lost in completely unfamiliar places. Not only communication abroad but even a better job or funnier entertainment requires proficient knowledge of English.

But demand created supply. Hundreds of English teachers and tutors promise to make their customers speak fluently in a very short amount of time. And very often they oppose their school or courses to public school. They make fun of that school or an English teacher who did not know English well. Those facts are really sad and they really take place in the educational system but they happen more and more rarely. New young teachers become English teachers in Ukraine and the situation gets better. Still some approaches are the same and do not change.

The monologue speech is one of the most complicated form of speaking. It is even closer to writing skill by its structure. Such complicatedness makes monologue speech difficult to teach and difficult to learn.

Both a teacher and a student do not like to study monologues. Students do not know why they even have it in their curriculum. And teachers are not very eager to explain it to students and encourage them to work hard on it.

But monologues are of a crucial value especially for those who want to build a good career in a successful company. Elements of a monologue can be found in a job interview. A big official international meeting is impossible without speeches in English which are monologues. The same is about politicians, their career is impossible without monologue speeches in English. Actually everyone who wants to lead a really active life, be a game-changer and influence the community has to be proficient at monologue speech skills.

The problem is that schools do not provide students with a wide range of techniques to advance in the skill of monologue and public speaking.

So the challenge of contemporary school curricula and educators is to find the way of improving the process of teaching monologue speech, especially in the middle school because it is not only the age when a student's character is being formed but also the period when learners have to possess enough knowledge of English to acquire such a complicated skill.

The object of the research. The process of teaching middle school students English monologue speech.

The subject of the research. The methodology of teaching monologue speech at English lessons to middle school students with the help of different strategies and techniques.

The hypothesis of the research. Repeating arbitrary monologue speech leads to improvement of a speaker's monologue skills.

The aim of the research. To find effective strategies and techniques to teach middle school students monologue speech at English lessons.

The objectives of the research are following:

- to discover linguistic and communicative features of a monologue;
- to discover psycholinguistic features of a monologue
- to describe peculiarities of teaching middle school students;
- to analyse techniques for teaching monologue speech;
- the experiment.

The research methods: descriptive research, analysis, observation, case study, the experiment.

The novelty of the research. Five techniques of teaching monologue speech were analysed with Brown's list of good speaking techniques.

The practical value of the research. The effective analysed techniques can be used in a learning process in middle school in order to boost students' monologue speech skills. Also the advice on teaching middle school students could be implemented in the educational system.

The approbation of the research results. The research results were announced at the V-th All-Ukrainian Scientific Practical Conference "Actual Problems of Modern Foreign Language Philology" of Rivne State University of the Humanities (20th May 2024, Rivne).

The structure of the research. The thesis consists of such structural elements: introduction, two chapters, conclusions, bibliographic reference list which consists of 35 sources and appendix.

The content of the research. The research consists of two chapters and two sub-chapters in each, an appendix with results of an experiment.

CHAPTER 1
THEORETICAL BASIS OF TEACHING MIDDLE SCHOOL STUDENTS
MONOLOGUE SPEECH AT ENGLISH LESSONS

1.1. Linguistic and communicative features of a monologue

The following chapter is based on the article of Kardash who described linguistic and psychological features of a monologue, based on research of contemporary linguists.

The issue of functionalization of a monologue in all spheres of human life in the epoch of humanization and revival of a national culture is becoming more and more important. The conscious life of a person can be considered as a consequence and a branch of speeches of good or bad quality. The life of the person and of the people who surround him or her so the whole community depends on the issue of a monologue.

Oral speech is the speech which can be heard and is intended to be heard. The oral speech is characterised by a specific way of influencing an audience. Nonverbal means are used in an oral speech above verbal means of conversation. Psychological peculiarities, intelligence, the worldview, the way of thinking, education, ability to name, assess, interact with others and influence are all the ways how human nature can be seen through speech.

Monologic speech is crucial in the practice of human conversation. This type of speech is used in different oral and written performances. Lectures, speeches on meetings, announcements, reports, orders, different oral and written messages are all the kinds of monologic types of speaking.

Monologic types of speaking are more complicated than a dialogical one. Monologic performances require preplanning and thinking over. Considering the comprehensiveness of a monologic speech it is very similar to a written one by its content and grammar.

Every act of human speech is unique from the point of view of people who discuss different problems in that process but the monologic speech is standardised from the point of view of its organisation.

Forms of oral speech are the types of interaction which are pointed out depending on unspeaking aspects of communication. Forms of implementation of language code, ways of interaction between participants, specification of channels, functions and contents of a message, the sphere of speaking are those forms. Monologic, dialogic and polylogic speech are defined by the way of interaction between people who communicate.

Monologue is a form of speech formed by active speech participation designed for passive and indirect perception and not bound practically with a corresponding speech of an interlocutor neither considering the relation of a content nor a structure. Sometimes a monologue is defined as an intrapersonal speech act. Monologue is not created for a direct conversation. It supposes that someone only listens but does not answer.

Monologue is a kind of oral speech which is directed to an interlocutor or an audience and involves a statement of one person.

By Kardash, the main communicative situations of usage of a monologue are a sphere of theatrical art, speech performances, interaction with an audience on TV or radio, pedagogical activity which is a language of a teacher in an auditory, a classroom, etc. Monologic speech appears in domestic speech very rarely. A monologue is often used as a literary means which serves for a transmission of thoughts and feelings of a character [3, p. 55]. Speech performances are understood in this research paper as public speeches kind of TED-talks, political speeches as on debates, religious speeches like a sermon in church, etc.

Kardash continues that monologic speech in both psychological and linguistic relation is a more complicated form of oral speech because this is a speech of a person to listeners. This speech is more spreading, requires concentration of memory and attention on the content and form of a speech. Monologic speech relies on thinking which is logically more sequential than in the process of a dialogue. Monologue is not supported by a situation or questions unlike a dialogue. Monologue is usually directed to many people but not one person. Monologic speech as a speech of one person requires vastness, fulness, clarity and interconnection of separate parts of speech, ability of a speaker to concentrate a thought on the main not rave about details, still talk emotionally, vivid and imaginatively. Demonstrable in a monologic speech is realisation of speech action.

Speech messages actively shape monologic speech. The content of speech and the issue itself is translated through a monologic speech. During a monologue one person speaks while others listen. Monologic speech is unilaterally directed and its main task is to somehow influence a listener or whole the audience, give knowledge and persuade in something. A speaker has to care about content and a plan of performance, about its connectivity, to be ahead of each phrase and immediately formulate it.

Baranyk defines a monologue as a continuous one-way-directed speech which is not expected to receive immediate verbal reaction.

Baranyk thinks that a monologic speech differs from a dialogue by its societal function, the way of organisation of verbal order and the way of proclamation of a phrase. The author states that a monologue is used in both written and oral speech. The majority of written genres of speech such as articles and letters are composed in the shape of a monologue. Such oral speeches as public speeches, reports, performances, tales all have the structure of a monologic speech.

To Baranyk's point of view, oral monologic speech is one of the main forms in which mass communication is used. The researcher has described in a very complete way intonation-declarative, grammatical and lexical-phraseological features of a monologue. He points out situational moments of pronunciation: public and conversational. He also points to a number of speech features of a monologue:

- excess of verbal information which manifests in usage of clarifying clauses and repetition of some words;
- usage of verbal formulas of different structure: appeals, imperative and interrogative sentences which are not meant to be answered by a listener;
- incorrespondence of communicative units to units of the same level of written language;
- traditional opening and final verbal forms [3, p. 55-56].

By Skalkin, monologic speech is defined as extra pressure on memory, thinking and a human's mechanisms which produce speech; as a spread saying of one person which includes many statements with logical and linguistic interconnection.

Skalkin characterises communicative psychological and linguistic features of a monologue which create a basis of corresponding system of education and formation of methodological recommendations.

Thus, communicative features of a monologue show it as a continuous connected presentation of the speaker's thoughts to one or a couple people with a specific purpose [3, p.56].

Analysis of linguistic research of Ukrainian syntaxis defines a monologue as an oral or written open speech of one person which is not intended to receive a direct verbal reaction of a listener and the speech is addressed either to himself/herself or to other people [3, p. 56]. Monologue is a unique way of building oral or written speech which is a developed saying of one person who talks to himself/herself or to a spectator in a spectacle or a film and unlike a dialogue is not intended to receive a direct reaction of another person or other people.

Hanych and Oliinyk differ on internal, dramatic and lyrical monologues. [3, p. 56]

The most detailed typology of monologues is given in the Ukrainian language encyclopaedia where a monologue is considered separately as a fact of a real unilateral speech and a monologue as a category of artistic-literary text. Internal monologue is described separately which undermines reflection, reasoning and speech “about the self” [3, p. 56].

Thus, according to the Ukrainian language encyclopaedia monologue is one of the two typological forms of speech; oral or written developed speech of one person which is not designed for a direct verbal reaction of a listener and is addressed either to the self or to other people. Monologues are more complicated than dialogue. If a dialogue is an expression of collective conversation of speakers then a monologue is an individual speech activity, kind of an art. As a form of intended continuous verbal act a monologue is characterised by more developed and complicated than in a dialogue syntax formations, overall structure, integrity and compositional completeness. Monologue is a ready text with all its rules of sentence building, formation of interconnections between sentences and bigger by size units of its linear structure with specification of these rules according to an oral or written form of speaking and communicative function of a specific fact of

speech. There are such types of monologues considering their communicatively-functional features:

1. Monologue as a fact of a real, addressed to a specific person or audience unilateral speech. The main variations of such a monologue: a narration, a reflection, a meditation, a confession, etc. Also oral public performances, scientific, educational, informational and other textual forms such as monographic research, articles, newspaper messages all belong to the category of a monologue in a broad generally-linguistic understanding.
2. Monologue as a category of an artistically-literary text. There are a couple functional forms of it: a) monologue – characteristic feature of independent literary genre (a story, a poem); b) dramatic monologue – developed speech of a character which is aimed at participants of a play, spectators or to the self; c) authorial monologue – a part of a literary text which is given by an author.

The variety of contemporary functionally situational forms of oral monologic speech can be united in two grand groups:

1. Directly-contact or auditory monologic speech is when a speaker and a listener are in direct contact, they see and hear each other. This is the most natural and quite functionally branched situational form of a monologue. It has simple structurally-grammatical characteristics as for a specific addressed monologic speech which are caused by ability of usage of facially-gesture means, subject order, situational context.
2. Indirectly-contact or a microphone monologic speech. Situations of unilateral oral speech belong here. Those situations are done through technical means of mass communication such as TV and radio. The absence of direct and reverse contact with a listener or a viewer influences the speech structure of a performance. Unlike the auditory monologue the microphone one is more emotionally narrow. Syntax structure of the microphone monologue is somewhat influenced by the syntax of a written language. Creation of natural-like conditions for a speaker in a studio helps to take away some unnatural conditions of speaking through TV or radio broadcasting (e.g. introduction of a group

monologue instead of an individual one, introduction of elements of dialogic composition within a monologue, creation of group performances of reviewers, commentators, scientists, journalists, etc.) [5, p. 370-371].

There can be such kinds of monologues among monologues as oral or written developed types of speech of one person:

1. A monologue-appeal, a monologue-message and a monologue-story. The basis of these monologues are structurally-semantic features.
2. An internal monologue, an internally-external monologue and an authorial monologue which are defined by the kind of saying.

As stated above, monologic speech has some psychological and linguistic characteristics. It appears as an organised system of verbally applied thoughts which are characterised by intentional influence on others and that is the reason why it differs from a dialogue.

By Batsevych, the most important features of a monologue are:

- some continuation in time (much bigger than continuation of a sentence in a dialogue);
- development because the ability of active link with a specific situation of conversation is impossible;
- restriction or complete absence of paralinguistic means (a written monologue);
- preparation and management of speech sayings, planning of them (report, lecture, etc.);
- unilateral character of a saying not designed for an immediate answer of an interlocutor;
- presence of vast paragraphs which consist of interconnected messages that have individual compositional form and a relative idea ending [3, p. 57].

Peculiarities of monologic speech which are related to different conditions of communication are characterised very specifically by Yakubynskii. First of all, monologic speech – is a relatively developed kind of speech; there is not much non-verbal information which an interlocutor requires from the situation of a conversation. Instead of simply pointing to an object a speaker in a monologic speech has to remember it, name it

and if a listener is not acquainted with the object a speaker has to describe it. Monologic speech is unbreakable, the formation of thoughts here is simultaneous with the process of speaking but it differs by pre-thinking.

Secondly, monologic speech is more arbitrary and less dependent on an interlocutor: the person who speaks wants to tell some information and must choose adequate speech form for this, build a statement or an order of statements. Whereas a dialogue is characterised by fast speech exchange when every component of the exchange is a line of an interlocutor and one line serves for another one; the exchange happens without any pre-thinking, components are not chosen in advance, the lines are not formed with intentional interconnections and they are very short.

Thirdly, a monologue is quite an organised form of speech. Typically a speaker plans not only every separate statement but all the speech, all the monologue. Sometimes such a plan of a monologue is kept in mind but occasionally it acquires a language form and is written down in a form of a plan or a summary of a future speech.

Fourthly, unlike a dialogue a monologue is special by its character of interaction of a speaker and a listener, which leads to formation of a feedback which predicts a change and an adaptation of communicative plans, strategies and tactics of communication participants. A feedback in a monologue has an optional character.

A monologue, by its verbal form, cannot be too short. Monologue is a speech built as a presentation of a speaker's own point of view or defending of some ideas. Following types of speech have a monologic form: political speech, lawyer's or prosecutor's speech, religious sermon, scientific lecture, domestic tale, etc.

A monologue has a print of an author in itself [3, p. 57]. It is a very important fact especially in the process of teaching students. A person pours out his or her own individuality in the information he or she tells. The examples of it are literature works of famous writers that are often named by their names. For example, poems of Taras Shevchenko can be called Shevchenko (e.g. "I read Shevchenko"). The Bible also serves as an example here. Christians name the Bible the Word of God. And God is named the Word in the Bible ("and the Word was God") [19].

Coming back to an article of Kardash, she stated that a monologue also can imitate possible questions, negations, an interlocutor's or audience's lines (e.g. Do you want to ask me why it is possible? I am going to answer you why"). Such a method is called a veiled dialogue [3, p. 57].

Being a special kind of speech activity, monologic speech differs by its specification of usage of language functions. There are used components such as lexis, ways of showing grammatical relations, means that design forms, words and syntax.

Monologic speech performs such communicative functions:

- 1) informative – telling information about surrounding objects or events, description of phenomena, actions and states;
- 2) influential – encouragement to action or prevention of unwilling action, persuasion about justice or injustice of one or the other views, thoughts and beliefs;
- 3) expressive (emotionally-expressive) – usage of oral speech for description of speaker's state in order to decrease emotional tension;
- 4) entertaining – performance of a person on a stage or among friends with a purpose of entertainment of listeners (e.g. artistic reading, a story in a casual conversation)
- 5) ceremonially-cultural – a speech during any ceremony (e.g. speaking on an anniversary)

Each of these functions has its own special oral means of thought performance, corresponding psychological stimulus and purpose of speaking (e.g. stylistically neutral message, desire to persuade a listener or to somehow influence him or her).

There are three main types of monologues depending on communicative functions and the character of logic-syntactic relations between sentences. These types are description, narration and reflection.

A monologue-description is an affirmative type of monologue speech where presence or absence of some feature of an object is stated, a human, weather or some objects are described, spatial location of objects is indicated and their qualities and features are listed.

A monologue-narration is a dynamic type of monologue speech where events, adventures, actions or states are discussed. The reality is perceived in the process of its development and change in chronological order. A monologue-story and a monologue-message are different kinds of a monologue-narration. Narration tells about objective facts from society's life overall whereas a story is told by a speaker to tell about facts from the speaker's life which gives the events subjectively-individual character. A message is a relatively short presentation of facts or events of reality in a compact informative way.

A monologue-reflection leans on deductions as a process of thinking during which a conclusion is made based on original judgement or a couple of judgements. An issue is an object of reflection because it is always solved in the process of reflection. The cause-effect relationship between sentences is character for a reflection. A monologue-persuasion is a kind of a monologue-reflection. Its purpose is to persuade a listener, shape the listener's specific motives and urge the listener to specific actions. A religious sermon is an example of a monologue-reflection. Based on spiritual text a preacher tries to make people think about preached passages and urge people to act correspondingly.

Functionally-meaningful types of monologic speeches are rarely met in a clear way. For instance a reflection can be in a description and a description in a narration.

Classical rhetoric has always paid big attention to the logic of building a speech and persuasiveness of arguments. But recent scientific facts of philologists and psychologists and contemporary practice of communication signalise about insufficiency of such approach. Not only speeches from a tribune is an object of rhetoric research but also other forms of communication: public speeches on gatherings, rallies, participation in TV and radio shows, speeches on official counselings, scientific conferences, international forums, etc. Thus Kardash argues that a speech cannot be assessed only from the point of view of argumentation and logic as a plain phenomenon. Situation of oral communication is a complicated systematic phenomenon with many incoming elements. Specification of a new approach is a radical turn to the communicative aspect of language. Techniques of manipulation by an interlocutor and of persuasiveness are being designed now.

Thus monologic speech is understood as connected speech of a person whose communicative purpose is notification about any facts and phenomena of reality.

Monologue is the most complex form of speech which serves for purposeful transfer of information [3].

1.2. Psycholinguistic peculiarities of a monologue

Psychological features of a monologue appear in its high motivation. The sources of the motivation differ a lot but all of them are in the depths of a person's psychological activity and his or her interaction with the real world. Yet Skalkin states that the sources may have a direct character and be a reaction to a conversational situation, an interlocutor, or interesting information. Skalkin argues that overall monologic speech is characterised by graduality, logic, fullness and clarity of presentation and it differs the monologic speech from other kinds of speech [3, p. 56].

Monologic speech has such features from the point of view of psychology:

1. relatively continuous mean of speech – monologic saying is not limited by one phrase but exists as over-phrase unity which lasts unbreakable during specific time which serves for finishing a thought;
2. sequence and logic – these qualities of speech release in development of the idea of a main phrase in a way of specification of the thought, addition to it, explanation, justification, etc.
3. communicative orientation – used speech units are always connected to the situation of conversation [3, p. 56-57].

According to Osgud and his book 'Psycholinguistics-54' the issue of origination of monologic speech is to be considered from the point of view of language levels.

1. Motivational level. A speaker makes a decision of general character: a) to speak or not to speak; b) if to speak in what form then: affirmation, interrogation or imperative; c) if the form is chosen which language means to use for its realisation in sentence; d) what to emphasise with a logic stress, which intonational models to choose.
2. Semantical level. A speaker separates alternately some sequences of words in a sentence which are called functional classes.

For instance, by Osgud, differentiated by units coding of a sentence will look like this: A talented artist – paints – an interesting picture.

3. A level of sequences. A word is a unit of measurement but not as a semantic unit but as a phonetic word. In the process of coding at this level of sequences such mechanisms work: a) recognition of sounds; b) mechanism of grammatical sequences.
4. Integrational level. A syllable is a unit of measurement. Motor mechanisms of coding work at this level and sound design of a statement happens here.

This model became the first try to present a general process of monologic speech flow [4, p. 51].

Formation of the ability for a monologue speech begins at the age from 3 to 6 years old. Luria was a scientist whose research has played a crucial role in understanding the process of formation of monologue speech of kids of this year. The scholar emphasised that monologue speech is a mechanism which transforms internal subjective meaning into a system of external open speech meanings.

The process of flow of monologue statement, formation and formulation of a statement, a way from a thought to speaking works by the following model:

1. Motive and general design.
2. Internal speech that grounds on schemes of semantic record and leads to formation of deep syntax structures.
3. Open external oral saying that is oriented on surface-syntax structures [4, p. 52].

So, the theoretical basis of monologue speech has been discovered in this chapter. Linguistic and psycholinguistic features of a monologue have been analysed according to Kardash's article and a university level manual on psycholinguistics. It was stated that a monologue is a crucially important sphere of human life. Many aspects of life depend on it. Such aspects as the speaker's intelligence, worldview, education and others can be seen through monologue speech. Every act of human speech is unique from the point of view of its topic but is standardised from the point of view of its structure.

A definition of a monologue was provided. A monologue is a form of speech shaped by active speech participation and designed for indirect perception. It is not bound

practically with feedback from an interlocutor neither considering the relation of content nor structure. Sometimes the monologue is defined as an intrapersonal speech as well. Monologue is not designed for a conversation but it presupposes that someone only listens and does not answer. The main spheres of usage of a monologue are theatre, public speaking, religious sermons, TV, radio and pedagogical activity. It is quite rare in everyday-life.

A purpose of a monologue is to give information, to persuade a listener and to encourage the listener to corresponding actions. It requires a monologue to be well-planned and sometimes even be ready with a summary.

Kardash notices that monologue is very similar to some written forms of language, for instance, articles and letters. There are such speech features of a monologue: excess of verbal information, usage of verbal formulas of different structures, correspondence of communicative units to written language, traditional opening and ending verbal forms. A monologue can be directed to a listener, an audience or to the self.

The most detailed classification of monologues is given by the Ukrainian language encyclopaedia. It gives such classification according to communicatively-functional features of a monologue: a monologue as a fact of a real and addressed to a specific person or audience unilateral speech, a monologue as a category of an artistically-literary text. According to speech situations monologues are classified as follows: directly-contact or auditory monologue speech and indirectly-contact or a microphone monologue speech.

As types of speech monologues are divided into two groups. The first consists of a monologue-appeal, a monologue-message and a monologue-story and is defined by structurally-semantic features. The second one consists of an internal monologue, an internally-external monologue and an authorial monologue and is defined by the kind of speech.

The most important features of a monologue are time, development, absence or restriction of paralinguistic means, preparation of speech, unilateral type of speech, presence of vast paragraphs.

Communicatively a monologue is a developed kind of speech, it is not very dependent on an interlocutor, it is organised, it is special by the way of interaction between a speaker and a listener.

It was pointed out that a monologue shows the personality of a speaker like Shevchenko's poems are called 'Shevchenko' or God names Himself the Word in the Bible.

A monologue performs following functions: informative, influential, emotionally, expressive, entertaining, ceremonially-cultural.

The main three types of a monologue were described at the end of the first sub-chapter. They are a monologue-description, a monologue-narration and a monologue-reflection.

Considering psychological features of a monologue they are following: relatively continuous mean of speech, sequence and logic and communicative orientation.

Also a monologue consists of four levels from a point of view of psycholinguistics: motivational level, semantic level, a level of sequences and integrational level.

Understanding all these linguistic, communicative and psychological features of a monologue the practical part of the research paper can be done where methodology and strategies of teaching middle school students monologue speech are considered.

CHAPTER 2

METHODOLOGY OF TEACHING MONOLOGUE SPEECH AT ENGLISH LESSONS IN MIDDLE SCHOOL

2.1. Peculiarities of teaching middle school students

According to the Ministry of Science and Education of Ukraine the middle school is classes from fifth to ninth grade with students of age from 10 to 15 years old [12].

The following sub-chapter is based on the Internet article from the wiki How platform where practical advice on teaching middle school students is given.

The process of teaching middle school students can be really challenging. The age of students in middle school is a period of major developmental changes. The learners stop being children but they are not adults yet. Understanding the state of learners in this age is crucial because it helps to teach in a way that not only reaches the goals of the school curriculum but also satisfies the learning needs of teenagers.

One of the most important pieces of advice is to communicate with learners. Following steps can help to make it as effectively as possible.

A teacher has to divide a lesson into separable parts. Researchers have proved that middle school students study best when their attention is divided by different types of activities every 7-10 minutes. A lesson is formed in chunks in such a way. Thus a lesson is to be combined from theoretical and practical parts, a lecture and practical activities. Such practical activities can also be called processing activities and refer to tasks where learners have to think over the information given or to bond it with something they have already learnt. For instance, students can conduct an experiment in a laboratory, participate in debates with their classmates or finish a story with an alternative ending [17]. Talking about a monologue speech, a teacher can divide a lesson into three big chunks where he or she presents a structure of a monologue speech in the first, encourages students to plan and prepare their monologues in the second providing them with necessary information and materials and having students to present their monologues in the last one.

Then a teacher can shorten the amount of time for a theoretical part or a lecture. He or she does not have to teach a theoretical part longer than 10-12 minutes. As it was mentioned above, researches prove that teenagers cannot perceive information given directly during a period longer than 12 minutes. After this period a learner's brain shuts off and starts to think over its own thoughts. Minding the fact that a lesson cannot be without a theory or a lecture this part should be scaffolded with some aid. It can be the processing or practical activities. A teacher has to present a lecture in an interesting and interactive form. It is a really bad idea to read a lecture. It is better to present it in a more bright way, for example, as if telling a story. One more important factor in an engaging way of presenting theoretical material is minding making eye contact with learners. It really helps them to understand that a teacher is talking exactly with them because the teacher wants the learners to understand the educational information [17]. A way to teach a monologue in this step is to give students the ability to present the theoretical part. Even to read a lecture. They will feel themselves teachers in such a way thus will understand a learning process better and be more attentive and respectful during lessons.

Another piece of advice on how a teacher can communicate with middle school students during a learning process so as to make the learning the most effective is to use visual aids during lessons. Scientists have proved that teenagers in middle school respond very enthusiastically to information taught with the help of visual aids. The fact that learners cannot perceive abstract information until the age of 18-20 years is crucial here. That is why it is so important to provide students with those visual materials since it gives them specific information they can work on. Research has also proved that visual materials which are dynamic are more influential and effective compared to static visual materials. A teacher is better to search for materials or images that have elements that move or even paste short videos, clips, gifs, etc. in a presentation. It would be even better than a static image. Also it is good to use realias in a lesson. Those are material objects that students can manipulate with in order to teach the lesson information. Usually it is used in maths lessons to teach students geometrical shapes or an old picture can be a realia in a history lesson [17]. But if an English teacher tries to be a bit creative he or she will find a way to make a lesson more engaging. For instance, use Lego in lessons to create and describe

specific story settings. This strategy is described in the next subchapter of this research paper. Yet providing visual aids is also quite useful advice for teaching even theory of a monologue speech. A teacher can use diagrams and tables to teach the structure of monologue speech or some important phrases for the monologue.

One more step is to count student's wishes while planning and building a lesson. If a teacher wants his or her middle school students to fully understand the material he or she teaches, the teacher has to give the students an opportunity to interact with the information in a direct way. At this age teenagers do not consider a teacher to be a source of knowledge but they wish to acquire the knowledge and form opinions on it on their own. Considering this a teacher can use a method which is called the Think-Pair-Share method. This method works in such a way: a teacher has to ask a student's opinion on the material taught in the classroom. When students hear the question they have to think it over, write down their answer on a piece of paper and share it with a classmate. After this the whole class discusses answers on the teacher's question [17]. The way to give students the right to participate in a lesson and teach monologue speech is to give them the opportunity to practise their monologues in class.

A useful technique that has to be mentioned at this point is eliciting. It provides an aid for a teacher in designing a learner-centred class in an environment that stimulates students. Eliciting helps to do it by providing learners with an opportunity to memorise learning process information by making links between information that is new and has already been learnt earlier. An educator can elicit such phenomena as feelings, situations, memories, associations, meanings and ideas. Eliciting is a useful technique for an educator in terms of diagnosis as it helps to get important facts about what students do not know and know. The required information may serve as a ground for planning a lesson [13]. Furthermore, talking about teaching monologue speech to middle school students at English lessons, eliciting makes learners talk and practise their monologue speech in such a way.

The next step for communicating with teenagers during the process of teaching them is to appreciate the learners' emotional state. The peculiarities of the age of middle school students is that learners look at the world around them from the point of view of emotion

but not logic and reason. So a teacher has to pay close attention to how he or she emotionally influences the students with new material. Every lesson is different by its emotional impact on a student. But it is really important that a lesson influences students emotionally. It can be done through the usage of a method of storytelling, moreover it is a must during a lesson of English, especially while teaching monologue speech. One more way to engage students emotionally in a lesson is humour but a teacher has to be very careful so as to not use sarcasm or even bullying [17]. The prompt on how to relate appreciation to students' emotions and teaching them monologue speech is to teach the students vocabulary on expressing emotions. Or a teacher can give learners a monologue speech topic where they can tell about their emotions, for instance, 'The happiest moment in my life'. In such a way an emotionally-expressive function of monologue speech will be satisfied as well.

The next advice on how to communicate with students during the learning process is to make lesson plans to be different. First of all, a teacher has to include many different activities in a lesson. The activities can be very diverse: writing reflection pieces, conduction of investigations, playing games, group work, taking notes, etc. Such practice helps to make lessons really interesting and improves learners' cognitive skills. Tasks on repetition and memorisation have to be included in a lesson plan. Those skills are important to improve at the age of middle school students. Memorisation and repetition skills can be developed by playing rhyming games, flash cards or just asking learners to repeat important aspects of material aloud [17].

A teacher also has to plan some time for feedback during a lesson. By doing this a teacher helps students to see bigger aims of a lesson. The teacher can give learners time to write down the things they have learnt in a lesson or describe their experience from a lesson [17]. The way to teach monologue speech here is to encourage students to give oral feedback. In such a way their skill can be improved.

Reasoning all the time is also an important aspect. A teacher has to ask 'why'. When students try to answer a teacher's questions they will learn to have their own opinion and improve critical thinking skills [17]. Answering a teacher's question students will practise monologue speech.

Those steps are important in a way of communication with middle school students. The next aspects of teaching middle school students relate to another major piece of advice. This advice is to provide additional support to learners. It consists of three aspects.

Firstly, a class has to have unchangeable rules. Teenagers tend to test whether the set of rules really works as it has to. But the rules have to work if a teacher wants the class to study effectively. The design of rules has to be done as soon as possible even at the first day of school. Learners are better to be involved in the creation of the rules and everyone has to understand the importance of them. For example, if a class has decided on a rule to respect one another then all have to discuss how it will look like (speaking in turns, calling everyone by name, etc.). A way of keeping the rules is creating a repeating model of activities in a classroom. In such a way learners know what is going to happen next. For example, a lesson can always begin with an interesting phrase or a short story about the topic of a lesson. Such a routine may be used to encourage conversations between students and even practise monologue speeches. A teacher can also provide students with a syllabus. It will provide students with an opportunity to design their own timetables. The syllable has to consist of the following information: the dates of lessons, the aim of each lesson, tasks the learners have to do before the lesson [17]. To teach learners monologue speech at this step a teacher can discuss the rules with a class where everyone prepares a speech on the rules he or she wishes to have in a classroom.

Secondly, a teacher has to know the atmosphere in the class. The period of middle school is a period of formation of strong relationships of friendship or hierarchy. Learners may be under harassment or bullying for completely different reasons. A teacher has to be aware of the conditions in a class and immediately stop such behaviour if it takes place between learners. In case a learner starts to behave inappropriately or even rudely a teacher is to pull the learner aside in order to have a conversation with him or her. It can be done after a lesson or even during it when students have individual, pair or group work. While talking to such a student the teacher should not be frustrated but rather act empathetically. The teacher may say, ‘I saw you cannot focus on the task. How can I help you?’ The learner may not react positively to a scolding but he or she may think about the behaviour when he or she is encouraged to reflect on the actions and is proposed with a

support. A teacher also has to talk about bullying with learners directly. The learners have to understand how it affects others and they have to realise the importance of avoiding it in the classroom. Also a teacher has to cooperate with school staff and ask for implementation of zero tolerance toward bullying. The teacher has to know a state law on it and monitor the class atmosphere all the time [17]. It is really important to add that in case of unchangeable impolite behaviour a teacher has to contact the parents of a student. Some issues are impossible to solve only by communicating with a learner.

Thirdly, a teacher has to care about the physical health of learners. Teenagers have to sleep 10 hours so as their body and brain have normal growth and rest. If some learners have troubles with concentration in lessons because of undersleeping then a teacher has to communicate with the learner's parents about it. A bigger medical problem may be related to this. A teacher may make learners drink water. The teenager's brain has to contain enough water to improve. A teacher can remind students to drink water even during a lesson. It can be one of the routines mentioned above [17].

The last grand piece of advice on teaching middle school students given on the wikiHow platform is knowing the minds of middle school learners. As a previous one it also consists of three aspects.

Firstly, a teacher has to keep calm and mind the mental development of learners. Exactly during this period, at the age between 11 and 13 years old, teenagers go through lots of psychological and physical changes. Additionally to the growth of hormones in the body teenagers cope with the postponed development of the neo-cortex. The neo-cortex is a part of the brain which is responsible for processes of execution like thinking of long term consequences, making plans and setting goals. The issue is that is the last part of the brain that develops that is why it may not work completely at the teenage age. By the time the neo-cortex is developed, a learner's mind works on the received information with amygdala or its sphere which is responsible for emotions. This is the reason why teenagers tend to make decisions which are based on their emotions but not logical reasoning [17].

Secondly, a teacher should be familiar with information about the teenage learners' brains and stress. The aforementioned heightened level of hormones impact other changes

in teenagers and the change that has to be paid attention to is learners' reaction to stress that may happen. Particularly, learners can stress because of changes in their bodies which are impacted by the hormones and are usual for every teenager. But such physical processes may make students think that they are no more in control of their bodies [17].

Lastly, a teacher has to be more patient with students and sometimes forgive such aspects of character as selfishness. It can be really complicated to do but a teacher should try to remember when he or she was forgiven. This would make the heart more empathetic. A teacher has to be aware of the fact that a teenage brain has not finished working on development of the aspects which impact behaviour among others. Thus human nature will be seen clearly in their acting and they will act arrogant. The teenage age is the age where a person's character is formed, that is why it is really important to lay down good moral values in the character [17]. It is recommended to base moral upbringing of students on christian moral values so as the choice of christian worldview is sociologically proved to be a rational choice and is innate [2, p. 44-45].

2.2. Strategies to teach monologue speech at English lessons in middle school

After considering middle school students' developmental process and advice on how to make learning as effective as possible at that stage, strategies to teach monologue speech at English lessons in middle school can be examined. This subchapter is mainly based on a book of Indonesian scholars where they reflect on strategies to teach speaking.

So, the main aim of teaching the English language, maybe all over the world, is to boost learners' ability to use English effectively with the help of four language skills such as reading, listening, writing and speaking [25, p. 1].

Clearly, a target skill of this research is speaking. This skill is really challenging and not the easiest one to perform compared, for instance with reading. According to Lazarton, one of the most challenging aspects of developing English speaking skill is that it is almost always done through interaction with another person. This interaction with an interlocutor undermines a list of criteria such as paying attention to and comprehending another person, an intention to communicate a speaker's own message and the process of

communication itself, understanding an interlocutor's feedback and so on and so forth [25, p. 2].

Oxford Advanced Dictionary defines the notion of speaking as follows, speaking is expression of thoughts of communication, emotions, issues and so on, by or in the process of talking and it uses such stages of speaker's activities as psychological, articulator and physical [25, p. 5].

Spoken language is an instrument in daily life. The learners who wish to use a language fluently and present their own ideas have to practise a lot creating new sentences to fulfil their intentions.

In the process of speaking, learners express meanings with the help of words. People speak to present facts, ask for help and promise something. Speaking is the most important way a person who talks makes a self-presentation with the help of language.

There are also some challenges about learning speaking skills. They are listed by Ur:

1. Inhibition. It was already stated that speaking is much more complicated than other language skills. So to perform speaking in a really good way, a speaker has to be exposed to other people who listen to him or her. Students are often shy about trying to tell some information in a second or foreign language during lessons. The fear of making mistakes, to be criticised or to lose face. Or students are just shy if others pay attention to them.
2. Absence of information to speak about. Learners can not be embarrassed by an audience because they may worry because they do not know what to speak. The learners may also be simply unwilling to say anything and do not have an intrinsic motivation.
3. Low or unjust participation. One speaker at a time can speak. In other cases, students will not be able to hear each other. If a class consists of many people it means that either students will have little time to talk or only some will have the ability to speak. This issue is worsened by the fact that some learners tend to dominate with their speech over classmates while others prefer to remain silent all the lesson.

4. The first language. If students have the same native language they are very likely to speak in it even during activities where only English is to be used. It happens because learners are less tense when they speak in their first language. Considering smaller groups a challenge may be the discipline there. Low discipline level or low motivation may make them feel free not to use English in speech [25, p. 8-9].

To cope with the challenges listed, specific strategies of teaching speaking exist. Those strategies make the process of teaching English speaking possible to be effective and lessen the negative impact of the challenges as much as possible.

According to the Longman Dictionary of Language Teaching and Applied Linguistics, strategy is a sum of procedures used in learning or thinking. The procedures serve as a way of reaching an aim. Talking about language learning, strategies of learning and strategies of communication are aware or unaware processes which learners of a second or foreign language use in the learning process and the process of speaking the language [26, p. 515].

The more precise definition of a foreign language is next. Communication strategy is a way which is used to present a meaning in a second or foreign language, by a student who has limited command of the language. Trying to communicate, a student might have made up for a lack of vocabulary and grammar knowledge. For instance, a student might not be able to say such an utterance 'It's against the law to park here' thus he or she might exchange the phrase with the following 'This place, cannot park'. Instead of 'a handkerchief' a student may use the next phrase 'a cloth for my nose' and a student may also change 'an apartment complex' with 'building'. The use of paraphrase and their communication strategies (such as mime and gesture) describe the inter-language as some participants of a learning process [26, p. 89].

By Burkart, there are three aspects of knowledge of speaking skills. Firstly, the understanding of the mechanism involves grammar, vocabulary and pronunciation. Managing those skills gives students an opportunity to use appropriate words in the best fitting order with nice pronunciation. Secondly, understanding of the functions involves interaction and transaction. It boosts students' ability to realise when the message is to be

understood precisely and when it is not necessary to catch every detail. Thirdly, students' awareness of socio-cultural regulations that includes rate of speech, relative roles of participants, length of pauses between interlocutors, turn-taking. It aids learners to realise how to understand who a speaker and a listener are, in what context they speak, on which topic and with which purpose [25, p. 12].

Orwig argues that there are micro-skills of speaking above the knowledge of speaking. These micro skills are following:

1. Pronunciation of language sounds in a clear manner so as listeners could understand and perceive them. The appropriateness of tone of speech also belongs here.
2. Usage of language emphasis and rhythm and intonation patterns in a manner that is clear enough for listeners to understand the pronounced phrase.
3. Correctness of word forms. For instance such grammatical phenomena as the case, gender or tense belong here.
4. Ordering words together in the right way.
5. Appropriateness of vocabulary usage.
6. Usage of the language variety or the register which are appropriate to the context of speaking and relationships between a speaker and a listener.
7. Clarity of the main sentence and the parts of it such as object, subject, verb, etc.
8. Ability to make the main idea of an utterance to be more visible compared to others.
9. Ability to make the utterance to stay together in order people paid attention to a speaker's words [25, p. 12-13].

John Mantle Clapp states that business practice can be in hand while teaching English. The practical approach to teaching English speaking in the world of business is emphasised. A teacher can receive positive experience by communicating with artists and scientists considering the thoroughness and precision of the method. The scholar states that a teacher can also gain from communicating with the world of business. The main thing that restricts effective development of a learner is the attitude that a language is not really important outside of school. The closer a teacher is to the world of business, the better he

is able to show students the essence of speaking and its effect on real life. But his experience has to be real and not based on rumours. The teacher who is related to business is able to understand that language is not simply a theoretical substance but a practical instrument for everyday life. People who are related to speech such as teachers and vocal artists tend to consider it as an end itself paying too much attention to its correctness and form. But businessmen are the people who consider speech as a tool to present their ideas or give instructions. They care more about the functional part of speech and consider it as a way of reaching goals. The author continues his flow of thought in an article and states that the most important task for a teacher is not to teach students speak prettily or even correctly but to teach the students to use a language in everyday life and reach their goals with such a tool, because success of a teacher is measured exactly by the effectiveness of his or her students in usage of a language. This article is from 1921 and the author argues there that schools had paid too little attention to teach students the usage of a language in ordinary communication context and paid too much attention to the correctness and precision of speech. It turned out in a situation when students could not present themselves orally or talk on a job interview because they did not know how to use language in such contexts. It was hard for them to transfer their thoughts and ideas. Such students speak perfectly well in challenging circumstances and are able to talk in emergencies but it is a huge challenge for them to talk in regular situations. They begin to talk with stops and interruptions.

A teacher's responsibility is to work with students so they are able to talk in regular situations at a low speech rate. A teacher has to develop sensitiveness in his students. The author of the article states that the best way to train learners to speak at a normal speed in natural situations is to make them read out loud. Reading of modern prose and dialogues will boost students' ability to be in control of their speaking [9].

Coming back to the topic of communicative competence, Hymes defines that to this competence belongs not only the ability to build academically right sentences but to use those sentences at the right moment and the general idea of this competence is still the ability to use a language correspondingly, with respect to others and effectively in natural

situations. So the main aim of teaching speaking skill and teaching monologue speech is to be able to communicate with others in an effective way [25, p. 15].

According to Yule, there are four more competences that relate to speaking. They are following:

1. Grammatical competence. In order to speak in an effective manner a learner is to unite linguistic elements. A learner not only understands the rules of uniting those elements but the learner can put it in a real practice.
2. Discourse competence. It is an important aspect in acquisition of effective speech presentation. To have this competence a student is to be able to use cohesive devices according to appropriate rules.
3. Sociolinguistic competence. In correspondence with this competence a student has to know how to express a specific idea in a way that is culturally and socially acceptable.
4. Strategic competence. From the point of view of interaction a language that is spoken has to build relationships in a society, when considering transactions, that language has to be meaningful and present ideas and information [25, p. 16-19].

The listed competences can be seen only in the practice of speaking. By Brown, exists six similar kinds of performative speaking when speaking in a classroom. These kinds are following:

1. Imitative. Not much time is given for this speaking practice in a classroom. The time given for this is shaped by the purpose of this kind of speaking. Here belongs a recorded speech of a person and learners practise a specific vowel sound or intonation in an utterance with its help. Imitation is focused not on conveying meaning or a message to a listener but on practising specific elements of speech.
2. Intensive. This kind is a bit wider than imitative. This type of classroom speech is any form of speech activity and it is designed to train grammar and phonology of a language. It can be initiated by a learner on his or her own or can even be a part of pair work.

3. Responsive. A big part of classroom speeches are responsive. These are short answers of learners on teacher's questions. These answers are brief, clear and not transformed into a dialogue.
4. Transactional (dialogue). This type is a bigger form of responsive kind of speech which is transformed into a dialogue. This type of speaking is used in order to give specific information. Unlike responsive speech, a communication of this type has more negotiation in it.
5. Interpersonal (dialogue). This type is also fulfilled in the form of a dialogue. It differs from transactional speech by its more social nature. Interpersonal speech is more relationships-oriented. It means that speech is conveyed in order not only to present some information but to maintain relationships with an interlocutor.
6. Extensive (monologue). The most complicated type of speaking is extensive one which is realised in the form of a monologue. It can be done by students who have an intermediate or higher level of English. That is why the topic of this research highlights the middle school age group. Monologues can be done as summaries, oral reports, or short speeches. The language here, as it was mentioned in previous chapters, is more formal and academically-appropriate. A monologue can be either pre-planned or spontaneous.

Speaking is an important instrument for education, interaction and reflection. Oral language is an important aspect of studying. Oral language modifies, organises, shapes and extends a thought. It is an essence of improvement of all languages and thus a basis for the whole education. Speech connects a person with society. [25, p. 22-23].

While learners present their thoughts by speaking, they clarify their own reasoning. Speaking helps learners to understand what are their beliefs and what they stand on. For example, oral communication is both verbal and nonverbal interaction with listeners to convey ideas, information and emotions. Speech is the way in which people link with each other. Fluent and confident speech can be called one of a person's needs and one of the most important aims of teaching English as a second language is to be able to speak fluently and effectively. Knowledge is not a goal itself as it is also important to convey known information to another person. So that is why the ability to speak fluently and

effectively is essential. In the process of communicating a message a speaker involves five factors: message, audience, speech style, encoding and feedback.

Message is the beginning of the speech process. The speech starts with a choice of a message. It involves verbal and non-verbal aspects. A speaker chooses a topic of his speech and the content of the message. Speaker's individuality influences the choice of content and the way of conveying a message (experience, abilities, knowledge and overall objective of speaking). A speaker has to understand himself or herself the essence of the message conveyed. It has to be relevant and clear.

Audience also influences the speech. A speaker has to be familiar with it so as to know which way of presentation to choose. Such aspects may be helpful: a) who are the listeners; b) how old are they and what background they possess; c) their purpose; d) what is the audience's knowledge about the message; e) audience's expectations from a speaker.

Speech style is the way or a form of presentation of a message. Usually the manner is formal in conferences and other official meetings. Monologue speech has a formal manner. Informal manner is used in casual communication. The manner is also influenced by relationships between a speaker and an audience.

Encoding is a choice of language. The language has to be appropriate for the audience to understand. It is needed in order to have a successful case of communication. It is essential.

Feedback is when a speaker receives information on his or her speech. This is a simple response of a speaker. Yet as it was mentioned in the first chapter the feature of monologue speech is that it is unilateral and is not intended to receive direct feedback. So the monologue is somewhat special about this [25].

Indonesian scholars give advice for teachers on how to teach oral language.

1. Provision with many opportunities to speak English by designing an environment with tasks and shared knowledge, authentic materials and collaborative work.
2. Involvement of every learner in every speaking task.
3. Decrease of teacher talking time and increase of learners' talking time. Stepping back and observation.

4. Praising learners' strong signs when giving feedback.
5. Elicitation which provides learners with the opportunity to speak (e.g. Usage of questions like 'What do you mean?' 'How did you reach that conclusion' etc.).
6. Provision with written feedback (e.g. 'Your presentation was really great. It was a good job. I really appreciate your efforts in preparing the materials and efficient use of your voice').
7. Carefulness in correction. A teacher does not have to correct every student's mistakes while he or she speaks so as not to interrupt the speaker.
8. Involvement of speaking tasks outside the classroom. Asking for parents' help.
9. Circulation around the classroom during individual, pair or group activities in order to check students' completion of activities.
10. Provision of the necessary vocabulary beforehand.
11. Diagnosis of problems of expressing weaker students and provision of them with the opportunity to speak [25, p. 30-31].

By Nunan teaching speaking is helping learners to learn production of the English sound patterns and sounds of speech, usage of sentence stress and word, the rhythm and intonation and intonation patterns of the foreign or second language, selection of appropriate words and sentences in agreement with audience, situational, social context and matters of a subject, organisation learners' thoughts in a reasonable logical order, usage of language as a tool to express values and judgements using language fast with little pauses [25, p. 34].

While teaching English there are some aspects which require the teacher's attention. They are cognitive, psychomotor and affective aspects. To improve and satisfy a cognitive aspect, scholars propose using awareness-raising activities. Such activities refer to the process of self-discovery of some peculiarities of language in a language input. Awareness-raising activities consist of three processes: attention, noticing and understanding [25, p. 34-35].

While teaching speaking, the learner's attitude is crucial. Minding affective and cognitive aspects of teaching is important during design of school curriculum as a learner has to be motivated during lessons in order to learn speaking skills. It is important to

involve a learner both intellectually and psychologically as it was argued in a previous sub-chapter that teenagers perceive the environment through emotions in middle school.

Teaching speaking becomes really complicated when a learner does not want to speak. Nunan states that there are two aspects which can influence this. The first is a learner's previous experience. A learner was in a teacher-centred classroom where he or she simply could not talk. The learner did not have an opportunity to talk then and it influenced the present. The scholar says that in such a case the dynamic of a class has to be changed. Students have to sit face to face and those who are unwilling to speak have to stand up and participate in different groups during pair or group activities.

Another aspect which discourages students from speaking is lack of motivation. Motivation is a unity of desire, attitude and efforts which is directed to the goal of acquiring speaking skill in our case. Motivation is the level of a learner's preparation to communicate. Motivation is a desire to reach an educational aim with used efforts and the best attitude to the learning. For example if a learner really desires to learn English then his or her satisfaction will be based on the very process of achieving a goal. To give a student back his motivation a teacher may use a number of strategies. Firstly, making goals of instruction understandable for learners. Secondly, the learning process has to be broken into achievable parts. Thirdly, a teacher has to prepare as interesting as possible learning materials for learners. Fourthly, a learner may be a part of the learning process. Fifth, a language is better to use creatively. Sixth, a teacher has to provide learners with techniques to cope with learning challenges. Seventh, a learner has to track his or her own progress [25, p. 38-39].

Technique is a kind of activity in a classroom through which a specific method is implemented (e.g. drills, dialogues, role-plays, sentence completion, etc.). [26, p. 30] Talking about teaching speaking techniques, Brown has prepared a list of features of a good teaching technique. There are six points in the list.

1. The technique has to cover all the learner's needs. It means that a teacher has to be creative and innovative enough to make activities so diverse.
2. The technique has to contain interesting, bright and meaningful drills.

3. The technique has to motivate a learner intrinsically. It means that a teacher has to think of the learner and his or her needs while creating a specific technique. A teacher has to also think how the activity would be useful.
4. The technique has to consist of authentic language which is used in a meaningful context.
5. The technique has to also consist of effective feedback on a student's work and a way to correct the student. A teacher who has more knowledge of language has to care for the student's knowledge and see the ways how to correct and give feedback for learners.
6. Speaking and listening have to be interconnected in the technique. The teacher has to find a way to unite these two inseparable skills [25, p. 41-42].

The process of teaching monologue speech is also taken from an article by Li Svetlana and others. The scholars state that the monologue is a sum of logically in order linked sentences, created by intonation and united by one content or topic of presentation. The monologues make listeners think, educate them to reason sensibly and structure key points correspondingly so as to communicate ideas to the listener [20].

The monologue is not a passive kind of speech but rather active and spontaneous for which a person who speaks has to have a topic and be able to design the statement or an order of statement. Furthermore, the monologue is an organised kind of speech, which involves the ability to design not only one sentence or phrase, but the whole message as well, in order to make use of chosen linguistic tools appropriate to the communicative message and non-linguistic tools of communication for presenting thoughts (e.g. intonation). In such a way, the monologic speech is always outlined by the purpose of communication and the task of a speaker.

Unlike a dialogue a monologue is more contextualised and is characterised by pithiness, consistency and logic, completeness and clarity of thought, completeness itself which make a monologue more free from the context of communication.

A monologue has its own communicative functions:

- Informative. Its task is to communicate new information about the surrounding reality. Acting convicts others in the correctness of some actions, thoughts, etc. Inducement to action or prevention of action.
- Emotional-evaluative. This function provides the opportunity to assess realia, phenomena, etc.

Informative function is the most relevant for high school [20, p. 2966-2967]. So it is for middle school.

Monological skill is the ability to take control over phonetic, lexical and grammatical skills so as to realise the main aim which is to produce a monologic speech.

Depending on students' creativity and independence at school, diverse levels of shaping of monologue speech exist:

- The reproductive level of speech. Student's independence and creativity is not required in choosing language tools and the material of speech, because it is given from outside.
- The reproductive-productive level. It is characterised by the presence of some aspects of independence and creativity. A learner becomes more self-sufficient.
- The productive level. Complete independence of a learner in choice of linguistic tools and creativity in expressing the content.

In their research Li and others characterised the level of growth of monologue speech activity of students in middle school. They stated that the students interconnect oral and written statements and do many other linguistic operations and their vocabulary level has increased which can tell that they are mature enough for creating their monologues. With the improvement of building their monologues their cognitive processes have improved. Lots of practice gave such good results.

Yet students were not able to build perfect monologues. Their phrases, especially with details, were not reasonable enough. But when they were intentionally taught punctuation, building texts, spelling, communication and so on, they showed better results in every kind of speech [20].

A monologue speech at the super-phrasal level of unity has to be referred to as a product and as an activity or a process. To consider a monologue as an activity it always

has a purpose, connection with communicative thinking, with the main task of a speaker, with his or her personal traits, it depends on a situation, heuristic and has some speed. To consider a monologue as a product, it always conveys information, produces and expresses something, has a structure, logic and is holistic.

In order to teach monologue speech at the level of super-phrasal unity it is better to use tasks that help to develop logical thinking and form masteries of logical design of speech. For example:

- Unite simple sentences of narrative type into bigger and more complicated.
- End phrases (using given options);
- Find the good arguments for some texts (texts are added);
- Explain the reason ...;
- Prove that ...;
- Choose an image that reminds you about studies (work, leisure, etc.), explain your choice;
- Listen to the situation in audio (an order of sounds, some music, etc.) and speak out about what you've heard [20, p. 2971].

The listed activities can be used for teaching middle school students monologue speech at English lessons.

Scholars defined different functions of speaking which included talk as interaction, talk as transaction, and talk as performance. The last function is known as simply performance. It relates to public speaking which transfers information to an audience. Performances are public announcements, speeches, morning talks, etc. Performance is usually presented in the shape of a monologue and not a dialogue. Monologues have a very similar and familiar structure and are closer to written language than to the conversational one. An example of a monologue in the classroom are conducting class debates, giving a class report about a school trip, making a sale's presentation, giving a lecture, giving a speech of welcome, etc.

Following are the strategies to teach middle school students monologue speech at English lessons based on the book 'Teaching Speaking Strategies' and two articles of

teachers who have done an experiment using their strategy. After this the experiment done for this research paper is presented.

The first strategy is called show and tell. A teacher has to ask students to have a conversation and answer questions about a picture or a realia which are very important to the speaker. This strategy is good for every age category but the authors suggest that it would be the most efficient for elementary school students. This strategy may be used on a regular basis in a class and students may take turns to describe their favourite thing. Scholars state that this strategy is concentrated on students' preferences and is a good tool for self-expression. The name of the strategy corresponds to the process of doing it. Students have to bring their favourite thing to class, it can be a toy, a tool, a picture, whatever. The class is listening to the person and the person describes why he or she brought exactly this and what it is special about. Also a teacher can do it in a lesson. Take one thing and describe it. The show and tell strategy involves two speaking functions: transactional and performance.

1. The learners' needs are satisfied.
2. Activities must not be boring but bright.
3. Learners have to be intrinsically motivated if they talk about their favourite thing.
4. The situation of description is rather authentic. It may happen in real life.
5. Feedback depends on a teacher. The teacher has to be proactive and speak afterwards.
6. Interconnection also depends on a teacher's actions whereas the learner can listen only to feedback.

Overall the technique is good if a teacher will be proactive and give feedback and correct students after their speeches.

Presentation is the next strategy. It is also a technique of teaching speaking which is helpful in acquiring speaking skills, especially monologue speech. The task here is to give a speech on a certain topic or about a certain person. So as it would work out well for a speaker and for an audience, everyone has to have a time limit on the presentation. Also students who listen may be given an additional listening task as well. It can be a

preparation of feedback for a speaker. A speaker has to choose a topic on his or her own. This strategy is beneficial for a student because the student has an opportunity to talk but a teacher also has to help the student. A teacher has to give time for students to prepare their talks and provide the help if need be. Then a learner has to train the presentation. They can do it by presenting in pairs or in small groups. And while someone is talking a teacher has to give an audience some tasks on the presentation so as to be attentive. Probably listeners can ask additional questions. In such a way the presentation will make it possible for listeners to participate in the task. This technique can also be released with the help of storytelling. The task is that students have to retell a brief summary of a story they have heard from someone else. Or they may make a story and tell it to their classmates. It will help to shape creative thinking. It also improves learners' ability to tell a story with a clear structure: beginning, development and ending adding characters of the story and setting of the story. Learners can tell jokes and riddles with presentation strategy. For example, it can become a useful routine which was advised for middle school students in the previous sub-chapter. A teacher can call a few students before every lesson to tell riddles or jokes. Such a routine will help not only to improve monologue speech skills but to begin a lesson in a funny way and get students' attention. One more way of practising this strategy is to prepare a topic on a relevant real-life topic for example on the topic of Global warming. It will help students to use language just like businessmen to reach their aims. Such classroom activities improve speaking skills.

1. This technique has a lot of varieties so it is learner-based.
2. The strategy is bright.
3. The intrinsic motivation of students depends on a teacher if he or she lets learners choose their own topic of presentation.
4. The context is rather authentic, especially jokes.
5. Feedback is present.
6. Connections with listening are present.

The technique of presentation can be stated to be really effective, mostly because of its variability.

One more strategy is question and answer. Students may write an interview to introduce their classmate to their class. Students will have to work in pairs in this activity. They have to exchange information and then present it in front of the classroom. An interview must not be taken in front of everybody but the information about a partner can be given in turns in front of the whole classroom [25].

1. The learners' needs have to be satisfied, especially the need for interaction.
2. That technique cannot be used many times, only once or twice.
3. On the one hand, the intrinsic motivation must be boosted by an interest to get known but on the other hand someone could be afraid of such communication.
4. Interviewing is an authentic part but the presentation is doubtful.
5. A class has to give feedback and a teacher should correct a learner.
6. Links between speaking and listening are strong and fulfilled.

This technique is good for acquaintances but its major drawback is the inability to use it many times, though if a teacher changes the task it can be reused (e.g. an interview on a read text).

As it was said in the first sub-chapter of this chapter, teenagers study better with the help of some material realia they can touch. The best way for this is studying with LEGO. A Romanian teacher had an experiment in elementary school on how effective studying with LEGO was and it proved its effectiveness.

The LEGO Story Starter Set which is used now with LEGO classic has been used in UK school to design stories. LEGO provided special toys which even became a part of the UK National Curriculum and are used by educators.

When students are engaged they can really study better. To be engaged a student has to have fulfilled interest, curiosity, challenge, attention, feedback [10].

To learn a native language children satisfy seven functions: instrumental, regulatory, interactional, personal, heuristic, imaginative and representational.

To learn new vocabulary a child has to meet words in an engaging atmosphere and repeat the words many times in the same context.

Based on performances of the researcher, individual games with LEGO had a bigger impact on individual learners than groups. Thus it is a good way to practise monologue

speech. And by learning new vocabulary in the context of play learners were able to remember them better [10].

1. This technique fulfils learners' needs. Students are glad to play.
2. The practice is bright.
3. The technique is intrinsically motivating.
4. The language is authentic and in a meaningful context.
5. A teacher corrects when necessary.
6. Speaking and listening are rather linked.

This technique turned out to be one of the most effective. A game really motivates students. Nevermind that there were elementary schools, it has to be engaging for middle school students.

The last strategy in this paper is a strategy of Voice Blog. Learners learnt speaking through leading a voice blog and they were not corrected. The result of the study was disputable. The language proficiency has increased but accuracy remained the same.

Talking about usage of blogs for development of speaking skills Hang said that usage of blogs as a portfolio of electronic speech helped to find weak aspects of students in speaking, proposed additional opportunities for language practice and reduced anxiety of speech. Moreover blogs served as a useful tool for archiving progress of learning and alternative evaluating of oral speech.

In Taiwan speaking classes of a foreign language are big and it is impossible there to talk authentically. Students usually face an absence of opportunity to practise their target language.

The structure of the task from blogging was aimed to be oriented not on accuracy but on content. It was complicated to do the research because students were free in choice of topic and time for publication. Thus the researcher was interested in the research whether such unstructured or 'organic' strategy to integrate the technology of Internet blogging into the process of learning a language will create useful studying results.

The purpose of English lessons was to improve the level of oral English and skills of public performance.

So, around 76% of participants agreed or completely agreed that voice blogging improved their skills of oral speech.

In such a way, a bigger emphasis on the content and lesser on the accuracy of form may explain the absence of big improvement in their last three blog recordings.

Students from the sphere of blogging can be more prepared to risk creating language and paying attention to the meaning of statements but not the accuracy of the usage of language which will not lead to a major difference, related to accuracy in further blogging. In this relation, the results show that students usually are motivated by a contextual need for authentic and free presentation of meaning and thus accuracy is on the second place. The survey results of students' improvement of oral speech show that students are positive about the effectiveness of blogging for improvement of all their oral skills.

One of the possible explanations of improvement required by students, especially easiness of speech, is in intentional practice of speech in voice blogs students with the flow of time can decrease their worry about speaking and become more confident in a foreign language speaking.

Giving students ability to practise in a voice blog beyond an auditory may increase students' confidence and give real benefits in their speaking skills and make students more convenient while speaking English.

One of the issues of educational blogs is the balance search between meaning and accuracy. Skehan suggested that the optimal learning can be reached by concentration on both meaning and accuracy in the boundaries of methodology based on tasks. The task here is to help students to fluently express the meaning in a natural and authentic educational environment and at that moment let students be responsible for their learning and their results [27].

1. Most learners are satisfied as it is seen in the research.
2. Though it was regular, it was not a boring drill because students enjoyed it.
3. Students had intrinsic motivation.
4. There was authentic material.
5. Students did not receive corrections by plan.
6. The link between listening and speaking was present.

Overall this technique is really good but its minus is the absence of feedback.

Comparison of all the techniques is done in a form of a table. (*See Appendix 1*)

The experiment of the research paper was done based on the last strategy of voice blogs. Two middle school students were found. Their task was to talk on an audio recorder for one minute on a given topic. Student 1 spoke about the job of a photographer (*see Appendix 2*) and student 2 spoke about football (*see Appendix 4*). After the first recording they recorded their speech on the same topic (*see Appendix 3, 5*). The purpose of this experiment was to check a hypothesis that continuous spontaneous or arbitrary monologue speech on the same topic will improve middle school students' monologue speech.

The first student was a ninth grade boy with a level of English: Beginner. He was not very serious about that activity and made some intentional mistakes in both recordings. Whereas the recordings were not made as an experiment there were a tutor's phrases in the speech. The student was also instructed between recording sessions on his mistakes and was given some piece of advice.

The second student was an eighth grade boy with the level of English: Elementary. Though he was unwilling to take part in an experiment he was quite serious about this. Yet the second recording was shorter than the first one and it explains the results of an experiment.

To sum up the results of the experiment, the speeches of the participants did not become bigger, vice versa they became shorter. The amount of mistakes differs. The first speaker made more mistakes in the second recording and the second speaker made more mistakes in the first recording. But both speakers improved the structure of their speech on the second recording. The first student had a clear plan in his head and it was seen in the second speech. And the second students decided on his main thought in the second speech and he concentrated on this.

So, the experiment proves the fact that arbitrary uncorrected monologue speech leaves mistakes on the same spot but improves fluency of the speech, especially the structure of a monologue which becomes more comprehensible and goal-oriented.

To sum up, it is important to say that teaching middle school students monologue speech it is necessary to know their psychology and developmental processes. Three main

aspects of effective teaching middle school students were listed in the first chapter, based on an online platform wikiHow. These aspects are communication with learners, provision of additional support to learners and knowing the minds of middle school learners. To communicate well with students a teacher has to divide lessons into parts by 7-10 minutes, limit the time for theoretical part by the same amount of time: about 10 minutes, use visual aids during a lesson, especially dynamic images, gifs and videoclips. Also to communicate with teenage learners well a teacher has to mind the wishes and voices of students. A teacher has to appreciate the emotions of learners and their emotional state overall, also to make lessons different and interesting for the learners. A teacher can communicate with students by keeping time for feedback in every lesson. And finally, in order to communicate well a teacher has to ask questions very often, especially the question 'why'.

Talking about provision of extra support for learners, a teacher has to keep clear and unchangeable rules in a class. A teacher is to always monitor the classroom atmosphere and restrict any kind of aggression, changing it with good and moral behaviour based on firm moral values. And the teacher has to care about students' health, encouraging them to drink enough water, have good sleep and if needs be to talk with parents about students' health.

The last aspect of teaching middle schoolers effectively is to comprehend them and their mind. A teacher has to be patient with teenagers' mental development. They may be impulsive and have difficulties with planning and setting goals because the neo-cortex in their brain which is responsible for these activities is not developed yet. A teacher also has to remember that because of hormonal changes students may be overstressed, so the teacher has to show empathy. And lastly, a teacher has to be patient with students, especially to their arrogance as they did not learn the rules of life in society so they may think that it is ok to act on their own.

Only having a quite firm background of knowledge on middle school students' behaviour can a teacher start using pedagogic skills to teach monologue speech. Because one of the most essential parts of speaking and the monologue speech as well is to maintain relationships and if the atmosphere is tense the quality of learning would worsen.

The main purpose of teaching English in any part of the world is to help learners to communicate effectively with the help of the English language, using its four basic skills: reading, listening, writing and speaking.

Speaking is one of the hardest skills to learn and practice. Teaching speaking has its own challenges. They are inhibition, absence of information to talk about, low or unjust participation and the first language. Students may feel inhibited when they are in front of others, they can be embarrassed because of the fear of losing face in front of other people. If not afraid of others, students may just not have anything to say. A learner may have neither topic nor content. Another challenge may appear when a class is teacher-centred or only one or a couple stronger students always talk. And the final challenge is learners' tendency to stop using target language and come back to their mother tongue.

When a teacher faces those challenges in the classroom he or she has to choose an appropriate strategy to overcome the challenge and teach students successfully because a strategy is a sum of specific actions to reach a specific goal.

Above strategies speaking skill has micro-skills: pronunciation of language sounds, ability to use emphasis and rhythm clearly, correctness of word forms, correct order of words, appropriateness of vocabulary usage, usage of appropriate language register, ability to show the main idea and ability to keep structure.

All those skills are really important but some scholars say that language teachers and speakers should remember the language is important as long as it is a tool for communication. Teachers must not forget this and see an example of businessmen who use it exactly in such a way.

Thus exists six types of speech: imitative, which exists virtually as an example of pronunciation; intensive is also used for drills but can be a part of group work; responsive which is simple short answers; transactional, is used to give information and convey ideas; interpersonal, is a dialogue with a purpose to build relationships; and extensive, which is more complicated, requires higher level of English and is closer to writing than dialogues. A monologue belongs to this type of speech. That is the reason why exactly the middle school students were chosen to teach them monologue speech at English lessons as their English level is already appropriate for this skill.

So to teach such a complicated language skill a good technique has to be chosen. The list of criteria of a good technique can be as follows: it covers all the learner's needs; its drills are interesting and meaningful; it promotes intrinsic motivation; it is authentic; there is a way to receive feedback and correct students; it involves both speaking and listening.

As for this research paper, five strategies were found which can be used to teach learners monologue speech. Those strategies are Show and Tell, Presentation, Question and Answer, Storytelling with LEGO and Speaking practice via Voice Blogs. These techniques were analysed according to Brown's list of a good speaking technique. Show and Tell is a good technique if a teacher is proactive and gives feedback and corrects students after their speeches. The Presentation technique can be stated to be really effective, mostly because of its variability. Question and Answer is good for acquaintances but its major drawback is the inability to use it many times, though if a teacher changes the task it can be reused (e.g. a discussion of a text read). The technique of Storytelling with Lego turned out to be one of the most effective. A game really motivates students. Despite the fact that there were elementary students, it has to be engaging for middle school students. The Speaking practice via Voice Blogs technique is really good overall but its minus is the absence of feedback.

The last technique was chosen for the experiment on teaching monologue speech. The experiment proved the fact that arbitrary uncorrected monologue speech left mistakes on the same spot but improved fluency of the speech, especially the structure of a monologue which became more comprehensible and goal-oriented.

CONCLUSIONS

The theoretical basis of monologue speech has been discovered in the first chapter. Linguistic and psycholinguistic features of a monologue have been analysed according to Kardash's article and a university level manual on psycholinguistics. It was stated that a monologue is a crucially important sphere of human life. Many aspects of life depend on it. Such aspects as the speaker's intelligence, worldview, education and others can be seen through monologue speech. Every act of human speech is unique from the point of view of its topic but is standardised from the point of view of its structure.

A definition of a monologue was provided. A monologue is a form of speech shaped by active speech participation and designed for indirect perception. It is not bound practically with feedback from an interlocutor neither considering the relation of content nor structure. Sometimes the monologue is defined as an intrapersonal speech as well. Monologue is not designed for a conversation but it presupposes that someone only listens and does not answer. The main spheres of usage of a monologue are theatre, public speaking, religious sermons, TV, radio and pedagogical activity. It is quite rare in everyday-life.

A purpose of a monologue is to give information, to persuade a listener and to encourage the listener to corresponding actions. It requires a monologue to be well-planned and sometimes even have a summary.

Kardash notices that monologue is very similar to some written forms of language, for instance, articles and letters. There are such speech features of a monologue: excess of verbal information, usage of verbal formulas of different structures, correspondence of communicative units to written language, traditional opening and ending verbal forms. A monologue can be directed to a listener, an audience or to the self.

The most detailed classification of monologues is given by the Ukrainian language encyclopaedia. It gives such classification according to communicatively-functional features of a monologue: a monologue as a fact of a real and addressed to a specific person or audience unilateral speech, a monologue as a category of an artistically-literary text.

According to speech situations monologues are classified as follows: directly-contact or auditory monologue speech and indirectly-contact or a microphone monologue speech.

As types of speech monologues are divided into two groups. The first consists of a monologue-appeal, a monologue-message and a monologue-story and is defined by structurally-semantic features. The second one consists of an internal monologue, an internally-external monologue and an authorial monologue and is defined by the kind of speech.

The most important features of a monologue are time, development, absence or restriction of paralinguistic means, preparation of speech, unilateral type of speech, presence of vast paragraphs.

Communicatively a monologue is a developed kind of speech, it is not very dependent on an interlocutor, it is organised, it is special by the way of interaction between a speaker and a listener.

It was pointed out that a monologue shows the personality of a speaker like Shevchenko's poems are called 'Shevchenko' or God names Himself the Word in the Bible.

A monologue performs following functions: informative, influential, emotionally, expressive, entertaining, ceremonially-cultural.

The main three types of a monologue were described at the end of the first sub-chapter. They are a monologue-description, a monologue-narration and a monologue-reflection.

Considering psychological features of a monologue they are following: relatively continuous mean of speech, sequence and logic and communicative orientation.

Also a monologue consists of four levels from a point of view of psycholinguistics: motivational level, semantic level, a level of sequences and integrational level.

Having researched all the linguistic, communicative and psychological features of a monologue, the practical part of the research paper was done where methodology and strategies of teaching middle school students monologue speech were considered.

It is important to say that teaching middle school students monologue speech it is necessary to know their psychology and developmental processes. Three main aspects of

effective teaching middle school students were listed in the first sub-chapter of the second chapter, based on an online platform wikiHow. These aspects are communication with learners, provision of additional support to learners and knowing the minds of middle school learners. To communicate well with students a teacher has to divide lessons into parts by 7-10 minutes, limit the time for theoretical part by the same amount of time: about 10 minutes, use visual aids during a lesson, especially dynamic images, gifs and videoclips. Also to communicate with teenage learners well a teacher has to mind the wishes and voices of students. A teacher has to appreciate the emotions of learners and their emotional state overall, also to make lessons different and interesting for the learners. A teacher can communicate with students by keeping time for feedback in every lesson. And finally, in order to communicate well a teacher has to ask questions very often, especially the question 'why'.

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Only having a quite firm background of knowledge on middle school students' behaviour can a teacher start using pedagogic skills to teach monologue speech. Because one of the most essential part of speaking and the monologue speech as well is to maintain relationships and if the atmosphere is tense the quality of learning would worsen.

The main purpose of teaching English in any part of the world is to help learners to communicate effectively with the help of the English language, using its four basic skills: reading, listening, writing and speaking.

Speaking is one of the hardest skills to learn and practice. Teaching speaking has its own challenges. They are inhibition, absence of information to talk about, low or unjust participation and the first language. Students may feel inhibited when they are in front of others, they can be embarrassed because of the fear of losing face in front of other people. If not afraid of others, students may just not have anything to say. A learner may have neither topic nor content. Another challenge may appear when a class is teacher-centred or only one or a couple stronger students always talk. And the final challenge is learners' tendency to stop using target language and come back to their mother tongue.

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So to teach such a complicated language skill a good technique has to be chosen. The list of criteria of a good technique by Brown is chosen. It is as follows:

1. It covers all the learner's needs;
2. Its drills are interesting and meaningful;
3. It promotes intrinsic motivation;
4. It is authentic;
5. There is a way to receive feedback and correct students;
6. It involves both speaking and listening.

As for this research paper, five strategies were found which can be used to teach learners monologue speech. Those strategies are Show and Tell, Presentation, Question and Answer, Storytelling with LEGO and Speaking practice via Voice Blogs. These techniques were analysed according to Brown's list of a good speaking technique. Show and Tell is a good technique if a teacher is proactive and gives feedback and corrects students after their speeches. The Presentation technique can be stated to be really effective, mostly because of its variability. Question and Answer is good for acquaintances but its major drawback is the inability to use it many times, though if a teacher changes the task it can be reused (e.g. a discussion of a text read). The technique of Storytelling with Lego turned out to be one of the most effective. A game really motivates students. Despite the fact that there were elementary students, it has to be engaging for middle school students. The Speaking practice via Voice Blogs technique is really good overall but its minus is the absence of feedback.

The last technique was chosen for the experiment on teaching monologue speech. The experiment proved the fact that arbitrary uncorrected monologue speech left mistakes on the same spot but improved fluency of the speech, especially the structure of a monologue which became more comprehensible and goal-oriented.

For further research it would be interesting to study whether this improvement has a long-term effect and whether such technique improves the structure of a monologue speech as a whole or only on the specific topic.

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APPENDIX

Appendix 1

	Show & Tell	Presentation	Question & Answer	Storytelling with LEGO	Voice Blogs
1. Learners' needs fulfilment	+	+	+	+	+
2. Meaningful drills	+	+	-	+	+
3. Intrinsic motivation	+	+/-	+/-	+	+
4. Authentic language	+	+	+	+	+
5. Feedback & correction	+/-	+	+	+	-
6. Listening practice	+/-	+	+	+	+

‘+’ – the aspect is present;

‘-’ – the aspect is absent;

‘+/-’ – the presence depends on a teacher’s or a learner’s attitude.

Appendix 2

Student 1. Speech #1

– Photographers is very ... interesting job. He take photo of football. Football is interesting. Photographers have camera and he do photo... They do photo! Uh... There are many photographers.

– Where?

– In Ukraine.

– Do you know som...

– He do photo of football, of natiureh, of animals, of people. And... uh... there is photographer in TikTok. Th... ‘Hi. I’m street photographer. I want take some pictures of you.’

(February, 2023)

Appendix 3

Student 1. Speech #2

Photographers. Mhm... Photographers take photo. Photographer is very interesting zhob.. zhob... job. There are many photographer in Ukraine. He take photo of football. Of... Of neitr, of animals, of peoples, of sport... In TikTok... There is photographer in TikTok. He say ‘Hi. I street photographer... I want take some pitu... pictures of you... Yes...

(February, 2023)

Appendix 4

Student 2. Speech #1

A few time ago played Real Madrid with Borussia at Champions League. I cheer for the Borussia because... Reus finished his career at Borussia and it’s was his last match at Borussia. He can win a one big trophee in his career but... But he doesn’t win. So I hate Real Madrid because in Real played a lot of talent and... talented football. -ler and they can... uh... One player can win one big team.

(June, 2024)

Appendix 5

Student 2. Speech #2

A few time ago Real Madrid won the Champions League but I [*unintelligible*] for the Dortmund. For Dortmund play a good... a good person, a good player, a good... human Reus. He... doh... He never win a big tropher with his club. He n... He can do it but... he doesn’t it. Buh... But he doesn’t do this.

(June, 2024)