DEVELOPING SPEAKING ABILITY

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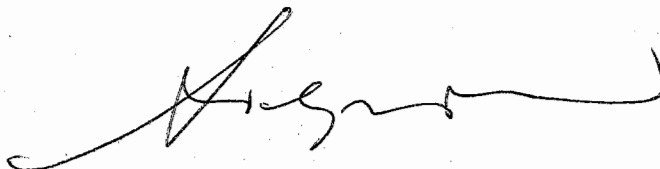
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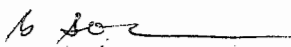I 1092

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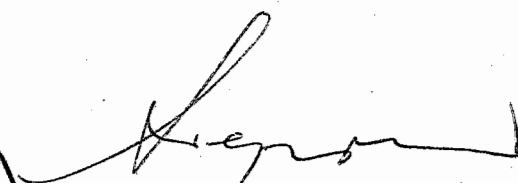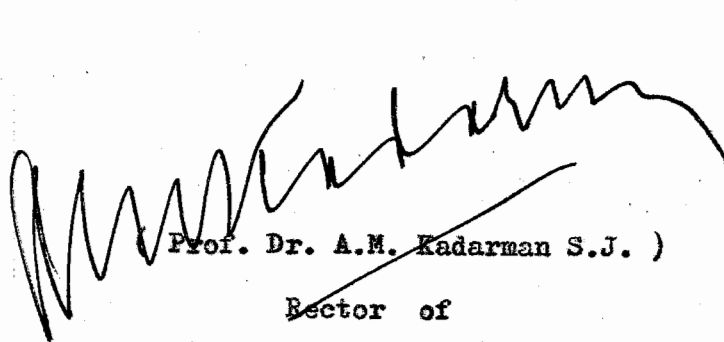(Soepomo Poedjosoedarmo, Ph. D.)

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INTRODUCTION

This writing is an attempt to develop language practice which is concerned with developing speaking ability of the language learner, particularly the ability to speak English. Teaching students to speak a foreign language is not a simple thing for the the teacher to do. This has partly been proven by the fact that most students who have studied English for many years in schools and higher learning institutes cannot even speak simple English. To make them speak involves complex problems which cannot be solved by a single method or by one technique alone. A great challenge is awaiting any writer who desires to design language practice which aims at developing speaking ability in a foreign language.

This writing will encompass the elementary, intermediate, and pre-advanced stages of learning. In the first stages "manipulative drills" will play a major role in giving the students a basic skill for speaking, whereas in the later stages "communication practice" will become the main activity. The step of manipulation should always precede the step of communication. Yet there should be no clear-cut division between the two activities and there is no certain length of time that the students should be kept to manipulation. From the very first day of practice they have to engage in normal communication with each other as far as possible.

In the first stages a structural approach is likely to be used. Later if the students have gained control of basic structure, a communicative approach, which is based on language functions or speech acts, will be introduced. Our final aim is to make the stu-

dents able to express themselves freely in the target language. We should bear in mind, however, that any approach or method will be of no use if the students rarely get involved in real communication in which they can communicate with their teacher and especially with each other. Our motto in developing the speaking ability of the students is to <u>let them speak</u>. What they most need is as many opportunities to perform as possible.

This is the main idea of my writing. It sounds easy and simple but problems will always arise as we proceed to the real activity of developing such an everyday phenomenon. Language is dynamic, and so is the process of acquiring it. Teachers should vary, adapt, and experiment with any material, method, or technique they use in class. So I will not give any fixed technique or method. I will present practical things that can be adapted or altered, yet which are based on basic principles that are often neglected and overlooked. Those basic principles are not new things actually. Most English teachers are, to some extent, aware of their importance but reluctant to apply them since they will find a lot of difficulties. Those basic principles include, among other things, the importance of providing materials that are related to the needs, experiences, and aspirations of the students, exposing the learner to a pressing necessity to use the language, and the importance of individual participation in producing his own utterances.

Chapter i and chapter 2 deal with the theoretical background of developing speaking ability. Chapter i discusses the Manipulation phase. Chapter 2 discusses the Communication phase and tries to introduce the Notional Syllabus as the material in this phase. The implementation of all those theories is found in chapter 3.

I. STRUCTURAL DRILLS AS THE MAIN TOOL IN THE MANIPULATION PHAS E

The effectiveness of the Audio Lingual method has long been questioned. Manipulative drills, the main tool of the Audio Lingual method, have been challenged. Such drills do not develop communicative competence, the ability to function in a truly communicative setting. They overlook the importance of meaning in language practice, and as a consequence the role of communication is neglected. It does not make sense to expect students who have undergone such manipulative exercises to be able to speak creatively since they have hardly been involved in meaningful communication practice. The Audio Lingual method emphasizes the formation of language habits. It aims at establishing in the learner automatic control of the patterns of the second language but forgets to apply it to the real use of language as a tool of communication.

Due to his dissatisfaction with the Audio Lingual method, C.H. Prator proposes two types of classroom activities: manipulative activity and communicative activity.[i] The first type is to get the students involved in manipulative drills which give them a basic skill in acquiring structural patterns. The second one is to provide the students with chances to speak in a real communicative setting. The division into two types, however, is not a clear-cut division. Most of the activities found in the two types are mixtures of communication and manipulation in various proportions. The movement from manipulation to communication is not made abruptly. Prator proposes that in the development of manipulation-communication activities, it may be helpful to

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[i]Clifford H. Prator, "Development of a Manipulation-Communication Scale," English Teaching FORUM, Special Issue, pp.122-125, vol.XIII, 1975.

divide classroom activities into at least four major : 1. complete-
ly manipulative, 2. predominantly manipulative, 3. predominantly
communicative, 4. completely communicative. An example of complete
manipulation will be a drill in which the students merely repeat
sentences after the teacher. An example of complete communication
is a free conversation among the students. These are two extreme
examples between which a lot of activities and techniques can be
developed to equip the students with linguistic and communicative
competence, which is in fact our target in developing their speak-
ing ability.

Before one can speak fluently and automatically in a foreign
language, he must have some intensive practice beforehand. He must
have some practice in basic grammar to develop his understanding
of the "rules" of the language system. He must learn how to use
some certain construction or vocabulary. He must have a lot of op-
portunities to use the language in a real communicative setting.
One of the basic things of these activities is the learner's ac-
quaintance with the grammar of the foreign language. Good know-
ledge of grammar is needed if the learner is ever to produce sen-
tences of his own. Knowing about grammar only, however, is not
sufficient. If one only knows about grammar, he will not be able
to speak. Some practice to reinforce his knowledge of grammar is
needed. The practice should be intensive so that a formation of
habits is acquired. After undergoing such practice the learner is
ready to produce sentences in the target language, though this
does not mean that he is ready to speak freely in the target lan-
guage. So in the first stages of learning a conscious understand-

ing of the language rules and the formation of habits should be
developed. <u>Structural drills</u> are therefore of paramount importance
in developing language acquisition.

A. Introducing Necessity in Drills

The mistake that has been made by audio-lingualists is to over-
emphasize the establishments of automatic habits. They assume that
after the students have acquired the habits they will be able   to
use the patterns outside the classroom. But experience has   shown
that such transfer never occurs. In addition to this, in structural
drills or pattern practice the students are not saying what they
want to say but what the teacher requires them to say. The practice
could develop into a meaningless routine which has no relationship
to the use of language as a means of communication. Seeing   the
weaknesses above, it is essential to develop drills which do not
deprive the students of their necessity to communicate so that the
habits that have been acquired will become meaningful and transfer-
able. The drills should pay attention to what the students wish to
say, not just what the teacher or the exercise requires them   to
say. So they are not just parroting without knowing the meaning of
what they are saying, but they are producing significant utterances
which come fromm deep inside themselves. This is a basic step in
developing speaking ability.

Such 'integrated' drills apply the principle of getting the stu-
dents involved in communication as early as possible. In real com-
munication it is what the person wishes to say - after he is faced
with a certain situation - that is normally found. In purely struct-

ural drills the students have to say something based on a certain structural item. The "integrated" drills try to integrate elements that are essential for developing speaking ability: not just structural or grammatical element but also circumstances in which utterances are naturally demanded; In other words necessity which forces the students to produce sentences of their own. All these elements are basic in the development of speaking ability.

The teacher plays a major role in such an activity. In this kind of drill a teacher cannot be replaced by any teaching machine. To provide the students with stimuli that can elicit their utterances is the task of the teacher. A book may contain complete instructions on how drills or communication practice should be carried out. But only the teacher can decide what conditions are most suitable to his students and can see and make use of their needs, interests, and moods. The teacher can provide situations in which the students have to communicate something as they are uttering statements, so what is said becomes "necessity", i.e. urgent need or circumstances that compel somebody to do something.

B. Structural Items and Necessity

Since in the first stages we use the structural approach, the drills we have are structural drills, based on units of structure or grammar. Any language learner should know the basic structure of the language before he is able to grasp the content of the language. In fact it is easy to administer structural drills without paying attention to the contexts or situations in which the sentences are being used. We are free to select any structural item

to practice. But if we have to provide conditions that will stimulate the students' necessity to communicate, administering drills becomes difficult. This is due to the fact that the need to communicate does not focus on and arise from structural items, it focuses on the content of what is going to be said and arises from a pressing, immediate situation. Are structural selections and grading compatible with everyday situations in which there is natural need to communicate? Practice based on structure is in fact artificial. So this kind of drill is artificial as regards the need to communicate.

Nevertheless such artificiality is inevitable. In the first stages of learning artificial selection is justifiable. If there is no artificiality language learning will become too difficult and inefficient because the students are not yet ready to get involved in real, ungraded communication as in everyday life. And we should remember that the first stages are still in the manipulation phase, structural manipulation is the main activity in developing the students' insight into the language rules and in forming language habits. The drills themselves are not communication practice yet. They are developed with regards to the application of the principle of the students' necessity to communicate so that such drills become meaningful and not just mechanical.

C. Vocabulary Used in Drills

The problem of choosing vocabulary is very important. The vocabulary used in drills should reflect the students' real experience. They should be familiar with the concepts and the things

that are found in the vocabulary. This is intended to make the drills
meaningful to them - they are not merely parroting without knowing
the meaning of the sentences, but they really understand what they
are saying. This understanding is an essential factor in developing
speaking ability.

If the choice of words and phrases fits the students' life and
need, this is a great step towards introducing the Notional Syllabus
in the next stages since the new Syllabus proposes that the students
should be taught what is _semantically_ necessary for them to express
and understand. It deals with language from a semantic point of view.[2]
So the vocabulary in structural drills can function as a bridge that
connects the structural approach used in the first stages and the com-
municative approach in the later stages.

In each exercise words of the same function or from a certain sit-
uation can be grouped together. For example: the football game is pop-
ular among the students, so a list of vocabulary taken from football
terms can be introduced in the exercise. Grouping words of the same
function will likely lead the students to be able to use them in real
communication.

Vocabulary is in fact the major problem of anyone trying to speak.
A teacher supervising a conversation class is always asked by his stu-
dents words for this or that in the target language. Vocabulary is ac-
tually the first thing that comes up when one is trying to speak. So
in constructing drills we have to select carefully the words that are
used in the drills. The vocabulary used should be functional, practical,

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[2]Harry Hawkes, "The Notional Syllabus, Discourse Analysis, and ESP
Materials", _English Teaching FORUM_, p.21, vol.XVII,2, April 1979.

and significant to the students. By selecting such vocabulary, the teacher will give the students an opportunity to transfer what they have learnt in the classroom to real use outside the classroom.

D. Drills and Communication Practice

We have seen that drills are prerequisite to the development of language skill. However, drills are still controlled practice   in which the students are not free to express themselves. Our "integrated" drills are to bridge the gap between strictly controlled language practice and much freer communication practice by providing elements that actually exist in real communication. Nevertheless such drills are within the framework of communication practice. Drills cannot be separated totally from the whole process of communication.

When will the students be ready to have real communication practice? Theoretically they can have it after they have acquired   the basic structure that has been practised in the drills and after they have learnt sufficient vocabulary and basic expressions. But in fact we cannot draw a clear line to border manipulation and communication practice. Such a definite line should be avoided. Language learning cannot be definitely grouped into several processes which are strictly separated. Language learning is a gradual process which involves and requires various means. For the sake of convenience, however, I would like to suggest a simple diagram which shows the relationship between manipulation and communication practice. We use the traditional terms for language learning stages: elementary, intermediate, and advanced. There are also no clear lines between the stages:

| Elementary | Intermediate | Advanced |
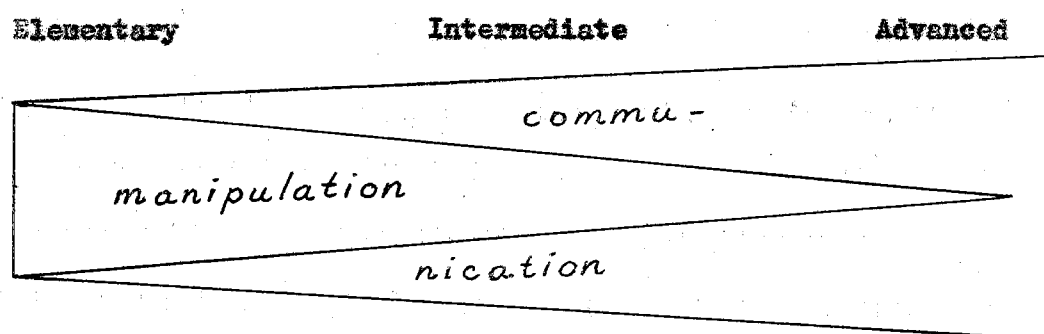
This diagram suggests:

1. Manipulation practice is within the framework of communication practice. This implies that manipulation practice should pay attention to the basic elements of the communication process.

2. At the elementary stage heavy emphasis is on manipulation although some form of communication is possible and encouraged.

3. At the intermediate stage both manipulation and communication are presented more or less equally.

4. At the advanced stage manipulation is still relevant if it is needed. Communication is of course given much more emphasis since it is our aim to make the students able to communicate in the target language.

5. The aim of the practice is to give the students basic linguistic and communicative competence, which is still to be developed after they have finished the course. This competence will enable them to speak.

We should remember that manipulation mostly implies the use of a structural approach in which structural drills are the main tool of applying it; whereas communication implies the use of a communicative approach (in which structural items are not the basis anymore).

The diagram suggests that in giving drills the teacher should always think of possible techniques which stimulate the students to communicate something to him and to each other as drills are actually within the framework of communication. Another thing is that the teacher, though casually, should find every opportunity to engage his students in freer communication, not restricted to the structural item being practised in the drills. Yet the English produced should be intelligible enough so that the purpose of communication is maintained. Speaking ability cannot be achieved through one rigid method or technique. It is achieved through various ways to which the students are exposed.

E. Some Adaptation of Administering Drills

The Audio Lingual method has developed drills into highly elaborate exercises. There are a lot of types of drills which the teacher can use and adapt. Our problem is whether many of the drill types are still relevant or not. In our "integrated" drills we pay attention not only to the forms but also to the meaning and the students' necessity to communicate. The latter can be done by engaging the students in some sort of communication drills after they have practised the manipulative ones. But first let us have a brief look at those types[3] and their adaptations.

Substitution:

In this drill the learner uses another word of the same class in place of a word in a sentence slot. A verb is replaced by a verb, a noun by another noun etc.

a. I have a book.	b. I have a book.	c. I have a book.
pencil	You	see
ruler	We	want

_____

[3] Mary Finocchiaro and Michael Bonomo, The Foreign Language Learner: A Guide for Teachers, pp.93-101 (New York: Regents Publishing Company, 1973).

This kind of drill will be more helpful if:

- the words for substitution are taken from one function or group such as housework appliances, sports equipment, or verbs used in doing housework or in shopping.

- the words for substitution are often replaced by pictures or real objects or actions so that the students have direct experience with the meaning of each word and have to think before uttering a statement. This is a closer step towards expressing themselves in the target language. This is also to avoid mere repetition or parroting.

Transformation (Conversion):

The learner is given practice in changing from singular to plural, from affirmative to negative or interrogative, from present to past or future, from active to passive.

a. He has a pencil :   He doesn't have a pencil

Does he have a pencil?

b. I go to school everyday :   I went to school yesterday

c. They killed the tiger :   The tiger was killed.

This kind of drill will be more significant if:

- The subject of each example is a real person whom the students know. This identification is important especially when the students get involved in communication drills.

- The action of each example is based on reality or is likely to take place. If Yono has a pencil, it is unrealistic to change into a negative sentence. This will deny the fact that he has a pencil. It will be better to change the subject: Pak Kromo doesn't have a pencil. If yesterday was Sunday, it is unlikely that I went to school yesterday. This will be obvious when the students get involved in communication drills. The feeling of

necessity will arise when what is going to be said is a reflection of real facts.

- In the third example not all transitive verbs can appropriately be changed into passive forms. The teacher should be careful not to ask the students to make awkward sentences such as: The radio is being listened to by me or The football match was watched by me.

Progressive Replacement (Multiple Substitution Drill) :

In this drill a new element is changed in each sentence. The students have to remember what was said in each preceding sentence in order to form the new sentence.

Teacher:	Student:
I have a thick book	I have a thick book
thin	I have a thin book
Tuti	Tuti has a thin book
belt	Tuti has a thin belt
bought	Tuti bought a thin belt
etc.	etc.

This drill is almost purely mechanical. It is difficult and unnecessary to maintain the real fact of each sentence because the teacher has to think of a word each time he wants to maintain the fact. If the teacher does so the pace of the drill will be too slow - this is not what we expect from a habituation drill. Yet to Bevelop the students' habit in producing sentences at a relatively brisk speed and to give variation to the class activity, this kind of drill is worthy to have a place in the manipulation phase.

Directed Practice:

A student is directed to ask another student a question. The second student is directed to answer.

Teacher: Slamet, ask Agung if he has a pencil.

Slamet : (to Agung) Do you have a pencil?

Teacher: (to Agung) Tell Slamet that you have a pencil.

Agung : Yes, I have a pencil.

No doubt this kind of drill involves communication. This is an excellent drill for bridging the gap between rigid manipulation and freer communication. An important aspect found in this drill is that there is a question-answer activity, an essential element in communication. The teacher can develop the students' necessity to a great extent. In this drill the teacher forces the students to act or react as if in real communication.

Question-Answer Practice:

This drill can be done between the teacher and the students or between the students themselves in pairs. Pairs of students may question each other in chain fashion.

This drill of course has something to do with communication practice, though it is still based on structural items.

A question-answer practice should always be used throughout all stages. This activity actually imitates what is happening when two or more people are speaking to each other in a normal conversation. From the very beginning the students should be encouraged to engage in a question-answer practice appropriate to their stages of learning. We can say that this question-answer practice is the central activity in developing speaking ability. Any stage of learning should not lack this kind of drill either based on structural items or on communicative elements depending on the emphasis of each stage.

<u>Translation:</u>

Though there is controversy among language teaching experts about the use of this drill, we can take some advantages from it. The sentence to be practised should be short and complete. The native equivalent is always given.

Teacher: Student:

Saya membeli sebuah buku tiap bulan   I buy a book every month

Saya membeli sebuah buku kemarin   I bought a book yesterday

Saya akan membeli sebuah buku besok   I'll buy a book tomorrow.

The advantage of this sort of drill is that the students can compare the two language systems so that they can grasp quickly the different rules. They can see that a literal translation or word-for-word translation usually does not fit. This activity demands the students' creativity in producing their own sentences. Therefore it is quite significant to them.

Other types of drills such as expansion, reduction, integration, and restatement will also be useful in developing the students' grasp of language rules and the formation of language habits. The teacher should remember that although a drill should be brisk and lively, it should not be so mechanical that the students do not think of the significance of what is being said. However if the students frequently have to pause because they have to struggle to find appropriate, significant words, it will deaden the enthusiasm of the class. There should be a balance between the significance and the brisk rhythm of the activity. So the teacher plays a most important role in admin-

istering the drill activity. He must be well-prepared and
sensitive to the class' situation.

The final task of the teacher in administering drills is
to give the students several kinds of communication drills
so that they do not only practise manipulative exercises, but
also have exercises which force them to use the structural
construction in a more meaningful way. This is a kind of com-
munication practice which is still based on structural items.
(See chapter 3).

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II. COMMUNICATION PRACTICE

Although some sort of communication practice has been intro-
duced informally since the students were in the initial stage,
only after three or four years, can communication practice be
introduced formally, while structural drills may still be con-
tinued. This is because communication practice is based on a
communicative approach in which there is hardly any grammatical
grading, something which is surely impossible for beginners.
Structural items do not become the focus in communication prac-
tice. Actually there is no definite starting point from which
the students should begin to get formal communication practice.
Three or four years is only an estimate. After that period the
students are supposed to have learnt basic structure a great
deal so that they are now ready to enter the communication phase.
It is quite interesting now that language teaching experts and
linguists have been developing materials based on the communica-
tive approach: the Functional-Notional Syllabus, a new point of
view in the teaching of foreign language. But let us discuss now
some basic principles that underlie communication practice.

A. The Importance of Necessity in Communication Practice

As in the manipulation phase "necessity" is an important ele-
ment, here in the communication phase necessity is intrinsically
important. The learner's urgent need or necessity to communicate
is the key to success in learning to speak. He should feel that
communication is a pressing necessity. Learning a language is
more than acquiring its patterns or vocabulary. It should involve

the use of the language in a realistic setting in which the learner feels that he is compelled to communicate with others.   That kind of feeling should be brought into the classroom. Someone who lives in a foreign community will feel the need to use the language spoken by the community. Such feelings are needed to force the language learner to speak.

Unfortunately such demanding situations can hardly be found outside the classroom. In our country the status of English is a foreign language, not a second language. It has no official status and serves no public functions. The students' only regular contact with English is in the classroom. This fact is a real challenge for us in administering communication practice. Nevertheless, there are some other factors that make "necessity transfer" to the classroom easier. Being able to speak in English is something that is idealized by almost every student. If you ask any student whether he wants to be able to speak English or not, he will certainly answer 'yes'. This is a potential force that motivates every student, though the motivation may be different for each student. If there is such an attitude, developing necessity will be feasible. Although English has no official status, it is now becoming very important because of the demands of modern business life. Most job vacancies mention speaking ability in English as one of the main requirements. Those who can speak English have better chances   to get jobs. This situation forces many people to learn to speak English. In view of these facts the teacher should be optimistic   in developing the students' necessity to communicate.

The major problem is how to arouse the students' feeling of necessity in the classroom so that communication practice becomes natural and realistic. It is not an easy thing for the teacher to do. That kind of feeling cannot be forced by the teacher at will. The teacher should create circumstances in which the students can feel the need to communicate freely. If the students are always forced to speak, many of them will not enjoy learning to speak anymore. A relaxed atmosphere should be maintained in the classroom, so that they can enjoy what they are learning. If the students feel afraid because of the teacher's undue demands, they cannot express themselves freely. There will be no normal communication among them. "Realistic communication cannot be forced but must arise naturally from the immediate situation."[1] Consequently the teacher has to maintain balance in creating and stimulating the students' necessity to communicate: Some degree of force is certainly needed to make the practice work and to make the students speak, but it should not deprive the students of enjoyment of the activity and the naturalness of the practice.

To develop this extra-linguistic element the teacher should pay attention to the students' desires, needs, each class' peculiar situation. He should be sensitive to the students' moods of learning. He must be clever at inventing various situations that stimulate his students to use the language. In short he must be active, energetic, and interesting. Without these qualities any communication practice will produce little result.

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[1] Peter Cole, "Some Techniques for Communication Practice," English Teaching FORUM, Special Issue, p.150, vol.XIII, 1975.

B. Developing the Functional - Notional Syllabus as Material
for Communication Practice

In the Manipulation phase it is relatively easy to select struc-
ture materials since a lot of structure books and exercises   have
been written. The materials for communication practice, however, are
difficult to arrange because we are still far from being able to
specify completely and explicitly the "communication rules"   that
govern our speech performance. The materials should be based on the
communicative aspect of utterances, rather than the form. This is
what in fact constitutes the Functional-Notional S yllabus that has
previously been mentioned.

The Functional-Notional Syllabus tries to select and arrange
what is spoken by people from a semantic point of view. The Notion-
al Syllabus is the backbone of a language course based on language
functions or speech acts rather than on units of grammar or situa-
tions with a grammar focus.[2] It would include lessons entitled "ex-
pressing approval", "disagreeing", "expressing happiness", "apolo-
gizing", etc.

Actually the idea of the Notional Syllabus has implicitly been
found in other methods such as the direct method and the audio-lin-
gual method. What is new here is the strong awareness of and inter-
est in using materials with communicative units. Its purpose is to
provide the students not only with linguistic competence (as   in
drills) but with communicative competence as well. It is primarily
designed for the foreign and second language learner living outside
an English speaking community. For beginners this approach is still
too difficult because they have to know several "structurally dif-
ferent linguistic realizations" of a speech act or functions, while

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[2]J.M.Dobson, "The Notional Syllabus: Theory and Practice", English
Teaching Forum, vol.XVII,2, April 1979, p.2.

their skill and knowledge of structure are still too minimal.
Therefore we introduce this after the students have intensive-
ly practised structural drills. Though the application of the
Notional Syllabus to language teaching has not been well es-
tablished and validated by wide experimentation, we will try
to find what can be done with it as far as developing speak-
ing skill is concerned.

The syllabus does not only deal with developing speaking a-
bility, it also embraces all other language skills. Since our
concern is developing speaking ability, we should limit ourselves
to aspects from this new approach that are related to speaking
development. The syllabus also tries to involve extra-linguistic
aspects. It takes cognizance of sociolinguistic and psycholin-
guistic aspects such as the social roles and the psychological
attitudes towards each other of the participants in a conversa-
tion, the functions that language serves in real use, the varie-
ties of language, and other aspects that determine the tone and
appropriateness of any message. In developing speaking ability
we should of course not forget those aspects if we want the stu-
dents to make acceptable utterances.

For practical use the syllabus provides a list of communicative
functions (uses) of language. Those communicative functions facil-
itate the interaction between speakers. Some linguists have iden-
tified seven broad communicative functions of language:[3]

    1. requesting and giving information
    2. expressing thought processes
    3. expressing opinions
    4. making judgements

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[3] J.M. Dobson, ibid.,pp.6-7.

5. modifying people's behaviour
6. expressing personal feelings and
7. interacting socially.

Under each of these function categories there are many notions or ideas such as asking, answering, implying, revealing, insisting, approving, persuading, assuring, etc. The notions are in fact the grammar and vocabulary items that are combined to create expressions. Our main problem is how to make use of the list as basic material for developing speaking ability.

These functions change with the situation: the same function may be presented in different situations, different functions may be presented in the same or different situations. The notions will depend on and arise from the integration of function and situation.[4] We see then that situation plays an important part in developing functional-notional materials.

Because of the emphasis on communication, grammar in this syllabus is learned inductively. It results from the integration of function and situation. A function may be expressed through the use of different structures. On the other hand, the same structure may be used to express more than one function. By using this communicative approach the students in fact can realize the use of grammar that has been learned before. They can see how a certain structure can be used meaningfully in a realistic communicative setting.

The vocabularyalso arises from the integration of function and situation. Vocabulary is of course a very important aspect in this approach that stems from a semantic point of view. The words that are learned come from the students' need to communicate: the students do

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[4] Mary Finocchiaro, "The Functional-Notional Syllabus: Promise, Problems, Practices," English Teaching FORUM, vol.XVII,2, April 1979, p.16.

not learn words which should be practised in certain situations, but they are first confronted with a situation and language functions which demand the use of certain words. By this method the vocabulary that is learned is very significant to the students because there is some degree of necessity to use it.

Considering the above factors, a lesson plan can be designed such as this:[5]

Function	Situation	Formulas	Structures	Vocabulary	Activities
1 Apolo-gizing	Cinema (asking sb. to change seats)	Excuse me Would you mind...? I'm very grateful	verb + ing	seat place move change	Dialogue study Role play-ing
2 Request-ing di-	At the bus stop	I beg your pardon Could you tell me..?	interrogative modal	get to get off take	Paired practice Role play-ing

The students have to express something in a certain situation. The structure and vocabulary (notion) arise from this use. The follow-up of this process is in the activities. In the activities the students are practising language notions in the right context. The important function of the activities is to make the students recognize and use language functions appropriately as demanded by the situation concerned.

In the Notional Syllabus the students are required to become aware of the concepts of appropriateness, acceptability, and formality of language functions. This is required if the students are ever to acquire communicative competence. A directive, for example, may take any of these formulas, depending on whom we speak to:

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[5]Mary Finocchiaro, ibid., p.15.

a. Please open the window.

b. Would you mind opening the window?

c. I wonder if you would mind opening the window.

d. I'd be grateful if you opened the window. [6]

A student is not supposed to say "Please open the window" to someone whom he does not know very well. On the other hand, it is too stiff for him to say "I'd be grateful if you opened the window" to his classmate whom he is well acquainted with.

The above paragraphs are just an outline of the new approach which emphasizes the awareness of language functions as communicative units. The main problem of using these materials as regards developing speaking ability is how the students can make use of the materials so that they do not just know the theoretical process but they have to acquire the skill of using them in real communication. Consequently the activities play a decisive role in developing the skill. We have to develop the activities in which the students experience the real use of language.

C. Some Activities Based on the Notional Syllabus

The activities that we are going to have should be directed towards production rather than reception since our aim is to develop speaking ability through the direct use of language functions and notions. The use of dialogues is an important factor in introducing language functions. How we can introduce functional dialogues so that the students are able to produce appropriate utterances with the awareness of communicative functions of language is the problem for the teacher to give serious attention to. Traditional use of dialogues (without strong awareness of language functions) usually demands the students to memo-

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[6] Mary Finocchiaro, ibid., p.13.

rize them without paying serious attention to the context and communicative function of each utterance. The students are just required to practise the language forms as perfeutly as possible. They have to be able to reproduce conversational lines perfectly in front of the class. As a result the students are able to reproduce the dialogues but are not able to communicate. Our aim, however, should be to develop a potential of communicative competence so that the students are able to use appropriate language in real communication.

In using dialogues there should be recognition and awareness of communicative functions found in the dialogues, followed by reinforcement which consists of activities such as question-answers, dialogue expansion, or role playing. Memorization of dialogues then is not crucial. It can be done but is not obligatory; it would be more useful for the students to memorize basic notions found in each dialogue and to be able to apply them in other settings.

We have already seen that function and situation cannot be separated. Language functions occur in situation, they change with situation. We have to take the integration of those two elements into consideration.

The students are the centre of learning. The situations in which language practice occurs should belong to them. Judging from this principle we can categorize situations into four graded situations:[7]

1. What the students can see, touch, hear directly.

This kind of situation is confined to what is around the students (the classroom and school). It gives direct and real experience to the students.

2. Common experience of daily life, but not at hand at the moment.

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[7] F.L.Billows, The Techniques of Language Teaching, (London: Longmans, 1964), pp.9 - 12.

This can be the home situation or other places which the students often visit or see.

3. What the students have not experienced directly, but which can be easily called to mind by means of imagination, or visual aids such as simple drawings and sketches.

This can be familiar places in foreign countries such as the London subway or Broadway in New York or imaginary places such as a cinema and a market.

4. What is called to mind through words only.

This is especially for advanced students. Discussion on literary works or business affairs can be performed in this grade.

The first two grades can be developed to a great extent. The students have real experience with those situations. Language practice (including structural drills) based on real experience will be easier to conduct and more significant to the students than the one based on imaginary things. This at least applies to elementary and intermediate students. Whereas for advanced students the use of imagination should be more developed. However imagination should not be overlooked in the first stages of learning since in communication, however simple it is, imagination is always to be found. In providing activities the teacher should take those grades of situation into consideration.

Other activities to elicit oral production are varied such as [8] dramatizing a dialogue illustrating varying emotions, asking for information at a museum, railroad, post office in Indonesian and reporting back to the class in English, adding comments or sequence sentences to one's own statement or question (It's very hot. Let's go

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[8] Mary Finocchiaro, "The Functional-Notional Syllabus: Promise, Problems, Practices," English Teaching FORUM, vol.XVII,2, April 79, pp. 18 - 19.

to the beach or Would you like a glass of lemonade? You must be thirsty), practising communicative functions through problem-solving activities in which the students can question, argue, a-gree, or disagree.

D. Freer Communication Practice

Together with acquiring the communicative functions and notions of the target language, the students should get involved in freer communication practice. This can be started at the intermediate lev-el and is dominantly used at the advanced level. This is a practice in which the students have to make use of everything they have learnt to try to communicate with each other. This is a sort of practical work based on the acquired knowledge.

First of all in doing this communication practice the students should not be overly concerned with grammatical constructions. They should speak the language first before they are able to speak   it correctly. The emphasis is on what to express first before it comes to how to express it correctly. This is to encourage the students to speak freely because in activities such as structural drills   and functional dialogue exercises the students are not free to express themselves. In those activities they are given basic ideas to prac-tise for developing speaking ability but they do not practise the real use of language in a free setting. Free communication practice provides the chance to practise in realistic communication.

Of course the degree of "freedom" in this practice is not the same throughout the stages. At the intermediate level the students are still guided by the teacher by providing a lot of stimuli to

elicit the students' production of utterances, while at the advanced level they are much freer to decide what they are going to speak about and the teacher's role is just that of a supervisor. Even at the elementary level the students should be encouraged to produce their own utterances, though this is usually done casually.

One of the many types of drills is question-answer practice. This is a good technique for the students to practise creating their own utterances. In fact this is really what happens when two or more people get engaged in conversation. The teacher should make good use of this question-answer practice. The practice should emphasize communication between students. The students, not the teacher, should have chances to speak most of the time.

Other types of activities are numerous. All, however, should elicit the students' production of their own sentences. This means that every student should obtain chances to speak during a class period. To do this in a large class, it is essential to introduce group work in which all students can engage in conversation in small groups. All have equal chances to practise. Group work also frees the students from the traditional, "lockstep" system, in which the teacher presents and practises the same material in the same way to and with all students simultaneously. Group work provides a lot of chances for the students to experiment in using language creatively and freely without feeling embarrassed or restricted. The variety of what can be said becomes more numerous than in the lockstep system because the students are not hindered either by the teacher or by the formal situation of the class. Group work allows the students to make mistakes,

which is natural in the process of acquiring a foreign language. By making mistakes the students can monitor how far in the realistic situation of language use they have acquired the target language. It is quite different from the artificial situation of manipulative exercises in which everything is decided by the teacher. In group work individual differences of each student are taken into account since each student does not have to learn the same material at the same pace.

Let us sum up the characteristics of activities in this freer communication practice:

- Speak the language first before speaking it correctly. In order to be learnt the language must be used.
- Make use of question-answer practice as the main tool of the activities.
- Make use of group work in which the students themselves do the practice (i.e. speak among themselves).
- Mistakes are not always to be corrected to encourage the students to express themselves freely and to experiment with the language.
- Grammatical correctness is not the standard for measuring a student's success in communication practice. The ability to convey a message in communication is more important.
- Pay attention to the whole person of each student. Every student is a subject, worthy of individual attention.
- Free communication practice cannot be strictly programmed; just make it happen. An informal situation is more suitable and encouraging for self-expression than a formal one.

Now we have seen several activities which try to encompass all stages of learning. The activities can be divided into three main ones:

1. Structural drills (especially at the elementary level and intermediate level).

2. Functional-notional exercises (for intermediate students and advanced students).

3. Freer communication practice (for intermediate students and dominantly used for advanced students).

Each of those major activities is not an exclusive activity. It is a matter of emphasis that is given to each stage of learning. Structural drills emphasize structural or grammatical patterns that are basic to speaking development. Functional-notional exercises emphasize the recognition and production of language functions. While the freer communication practice is the real practice of communication in which the students with their own initiatives use language to communicate with each other. We cannot say that structural drills are only for elementary students while freer communication practice for advanced students. All learning stages actually should include those three activities although with different emphasis for each stage. Those activities should share the same basic principles such as the importance of necessity to communicate, vocabulary and situation that are relevant to the students' needs and interests, and practice that emphasizes the students' own production of utterances - not mere imitation or memorization.

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III. THE IMPLEMENTATION : SOME TECHNIQUES AND EXAMPLES

A. Structural Drills

As we have seen in the first chapter that to make use of drills it is very important to provide the element of "necessity". To provide necessity practically means to provide a situation in which the students can feel directly the need to communicate something to others. This can be achieved by selecting materials which are relevant to their needs, interests, and motivation and by forcing them to elicit language production of their own initiative as far as possible.

Let us now see how this can be done. Types of drills, which have been so elaborately developed, will still be used. They are just adapted to meet the requirement above.

1. Substitution

Structure: HAVE (present tense: affirmative, negative, interrogative)
Vocabulary: words used in the classroom: book, dictionary, notebook, pen, ball-pen, rubber, pencil, wristwatch, ruler, protractor, compasses.

Drills:

- Affirmative: I have a book
                I have a ruler
                He has a ruler   etc.

- Negative: I don't have a book
            She doesn't have a book
            She doesn't have a wristwatch   etc.

- Interrogative: Do they have a dictionary?
                 Does he have a dictionary?
                 Does he have a pencil?   etc.

(The teacher supplies the words for substitution.)

After the students are familiar with this manipulation, it is the task of the teacher to stimulate them to produce sentences necessitated by the will to communicate. In this activity the teacher can create a number of exercises which will meet the purpose.

The teacher asks a student to utter the above sentence pattern according to the student's own choice. The teacher shows a picture of things of the same group (e.g. things used in the manipulative drill). He asks some students individually to produce the pattern. They are free to choose the things they are going to say.

> I have a protractor.
> Tuti has a wristwatch.
> I don't have a wristwatch.

The teacher should sometimes check whether the speaker has a protractor or not, whether Tuti has a wristwatch or not. This forces every student to think before he utters something, not only to think of the structure but also of the real fact of having a protractor or a wristwatch. This will develop the students' will to communicate because they have to think of the message they are going to convey.

The teacher may also mention each of the above things and each student chooses whether he has the thing mentioned or not:

> Teacher: wristwatch.
> Student: I don't have a wristwatch.
>
> Teacher: protractor.
> Student: I have a protractor.

Question forms should be introduced and drilled as early as possible so that communication (which undoubtedly consists of questions and answers) is likely to take place:

Teacher: piano

Student 1: Do you have a piano?

Student 2: No, I don't.

Student 1: What do you have?

Student 2: I have a guitar.

or:

Teacher   guitar

Student 1: I have a guitar.

Student 2: I have a guitar too.

Student 1: Does Tuti have a guitar?

Student 2: I don't know.

         (asking Tuti) Tut, do you have a guitar?

Though very limited, the above activities can be called communication activities. The important thing is the students, after being drilled, have to use the pattern in a more realistic way. They are forced to speak.

2. Transformation (Conversion)

a. from affirmative to negative

They go to school :   They don't go to school.

She goes to market ;   She doesn't go to market.

She is rich: She isn't rich.

The students are happy: The students aren't happy.

After the students are familiar with the negative construction, they should be engaged in practising the construction realistically. Take some students' names, for example, and ask each student to make a negative statement from a positive one using the classmates' names:

- Tony is big : Tony isn't small.

  (Don't merely make it into the negative form "Tony isn't big", this will deny the fact that Tony is big.)

- Tony and Anton are big : Tony and Anton aren't small.

- Tuti is tall : Tuti isn't short   or   Diman isn't tall.

- Dony goes to church : Dony doesn't go to mosque.

b. from affirmative to interrogative

He is a teacher : Is he a teacher?
They are students : Are they students?

She goes to market : Does she go to market?
We go to school : Do we go to school?

After the drill the teacher can give some exercises that elicit
the students' own production or at least meaningful utterances:

- The teacher says an affirmative sentence which contains a fact
  known by every student. A student should transform it into an
  interrogative sentence. The sentence produced is more meaning-
  ful than an ordinary sentence like "Amir goes to school", which
  does not refer to an existing A mir whom the students know.

Teacher: I teach English.
Student: Do you teach English?

Teacher: Our headmaster is tall and handsome.
Student: Is our headmaster tall and handsome?

Teacher: Carter is the president of the United States.
Student: Is Carter the president of the United States?

Teacher: President Soeharto leads our country.
Student: Does President Soeharto lead our country?

- The teacher draws or shows some pictures of things that are fa-
  miliar to the students (e.g. musical instruments) or he   just
  lists the words on the blackboard. The students make affirmative
  and interrogative sentences according to their own choice. The
  teacher just gives necessary hints:

Student 1: This is a piano.
           Is that a piano?

Student 2: My brother has a guitar.
           Does your brother have a guitar?

Student 3: I play the organ.

Do you play the organ?

Student 4: The violin is small.

Is the cello small?

c. from present to past

I go to school : I went to school yesterday.

She works at home : She worked at home last Sunday.

They do the homework : They did the homework last night.

After this drill the students are asked to list their activities
in the past (e.g. yesterday, during the whole day). Such activities
generally use the following verbs: get up, take a bath, sweep, eat,
go to school, go home, take a nap, sleep, etc.

Based on the list a student tells his activities that happened
the previous day. Each student may use those four or five verbs. He
says each sentence in the present tense first (using "usually") be-
fore changing it into the past form (using "yesterday").

- I usually get up at six.

(But) I got up at half past six yesterday.

- I usually eat breakfast at half past six.

I ate breakfast at fifteen to seven yesterday.

- I usually go to school on foot.

I went to school by becak yesterday.

- I usually take a nap for one hour.

I took a nap for two hours yesterday.

Based on the list, the teacher can also ask the students some
questions using "what time". Each student can also ask his class-
mates such questions:

- What time did you get up this morning? I got up at ....

- What time did you eat breakfast this morning? I ate
breakfast at .....

- What time did you go to school yesterday?   I went
  to school at .....
- What time did you sleep last night?   I slept at ...

3. Directed Practice

In this practice there is already an element of communication
since a question-answer practice is involved and it is based   on
situations to which the students are already familiar. Therefore
by using this practice the teacher can arouse the students' will
to communicate, although the focus is still on a structural   item
and they are still directed to produce utterances.

a. Practising the S imple Present Tense

Teacher: Ton, ask Tini if she always gets up at 5 o'clock.
Tony: (to Tini) Do you always get up at 5 o'clock?
Tini: I don't always get up at 5 o'clock.

Teacher: Tin, ask Tony the same question.
Tini: (to Tony) Do you always get up at 5 o'clock?
Tony: Yes, I always get up at 5 o'clock.

Teacher: Din, ask Tony what he usually does after he getsup.
Dina: (to Tony) What do you usually do after you get up?
Tony: I usually take a bath after I get up.

Teacher: What does he usually do, Dina?
Dina: He usually takes a bath after he gets up.

b. Practising to be + adjective

Teacher: Ton, ask Dina if she is angry with you.
Tony: (to Dina) Are you angry with me?
Dina: No, I am not. I'm not angry with you.

Teacher: Din, ask Tony if he is hungry.
Dina: (to Tony) Are you hungry, Ton?
Tony: Yes, I am. I am very hungry.

Teacher: Tini, is Tony hungry?
Tini: Yes, he is very hungry.

c. Practising the passive form (the simple present, past, and future)

> Teacher: Ton, ask Tini if she was invited to the party last night.
>
> Tony: (to Tini) Tin, were you invited to the party last night?
>
> Tini: Yes, I was invited to the party last night.
>
> Teacher: Tin, ask Tony if he is often invited to the party.
>
> Tini: (to Tony) Are you often invited to the party?
>
> Tony: No, I am rarely invited to the party.
>
> Teacher: Ton, ask Dina if she will be invited next week.
>
> Tony: (to Dina) Will you be invited to the party next week?
>
> Dina: I will certainly be invited to the party next week.

Certainly this Directed practice will lead to the freer Question-answer practice. The Question-answer practice will be widely employed in the freer communication practice.

Besides Structure Drill, which is our main concern in the manipulation stage, there are other types of drills which help the students acquire language habits such as vocabulary drill, pronunciation drill, dialogue drill, and reading drill. In the first stages of learning the students need to acquire language habits. Such drills are therefore necessary to practise. Concerning developing speaking ability, we can adopt some kind of drill which combines vocabulary, dialogue, and structure drills. This drill has been excellently developed by M.E.Jerrom and L.L.Szkutnik in their "Conversation Exercises in Everyday English".[1] The dialogues and exercises are based on the grading of verbal constructions, which are the backbone of the language, and most of the common constructions are included, and so are a lot of everyday words. Let us take two examples from the book:

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[1] M.E.Jerrom and L.L.Szkutnik, Conversation Exercises in Everyday English, (Book One and Book Two), (London: Longman Group Limited, 1973).

Dialogue: He's going to stay at home (Book One, p. 37)

        A: Is Tom going to visit Kate tonight?
        B: No, he isn't.
        A: What is he going to do?
        B: He's going to stay at home.

        A: Is Susan going to weed the garden tomorrow?
        B: No, she isn't.
        A: What is she going to do?
        B: She's going to visit her friend.

Practice: (be going to)

        A: Is X going to ....1 ....6 ?
        B: No, she/he isn't.
        A: What is he/she going to do?
        B: He's/She's going to ....1.

Vocabulary: 1 (infinitive without 'to')   6 (modifiers of time)

        read the newspaper   tomorrow night
        plan his/her holiday   this afternoon
        study for his/her exam   on Monday
        mend his/her clothes   next week
        buy a new car   today
        decorate his/her flat   next Thursday

                          - -

Dialogue: I've been reading it for weeks (Book One, p.133)

        A: Have you finished reading your book yet?
        B: I've been reading it for weeks, but I haven't finished it yet.
        A: When are you going to finish it?
        B: Oh, probably next month.

        A: Have you finished planting the garden yet?
        B: I've been planting it for weeks, but I haven't finished it yet.
        A: When are you going to finish it?
        B: Oh, probably in a week's time.

Practice: (Present Perfect Continuous)

    A: Have you ....3 yet?

    B: I've been ....1+ing it for weeks, but I haven't
        finished it yet.

    A: When are you going to finish it?

    B: Oh, probably 6

Vocabulary: 3 (past participle)

3 (past participle)	1+ing	6
finished your book	reading	not at all
writing	writing	next week
writing your article	doing	tomorrow
essay	typing	in a few days
composition	mending	time
mending your car	decorating	
decorating your house	cutting	in a month's
flat	painting	time
cutting the hedge		
painting the fence		
done your homework		
English homework		
typed out your essay		

- -

    With such a good plan, the above practice is an excellent tool
for
for the teacher to drill the students on basic structural patterns
and basic vocabulary. The dialogues provide good examples of how
certain constructions are to be used in normal, short conversation-
al exchanges, not merely in loose sentences. Though the practice
lacks some degree of necessity element (since the students are just
asked to fill in the blanks), the teacher should try to present it
in a more realistic, meaningful way so that the students feel that
they communicate something to other people. This can be done, for
example, by asking the students to use their own vocabulary.   A
challenging task for the teacher!

B. Functional-Notional Exercises

In designing the exercises we should pay attention to some points:

1) Select language functions and situations which are relevant to the students. Though we cannot conclusively decide the language functions that are needed by the students since there has been no wide experimentation and research into this field, we are obliged to choose items that are supposed to represent what the students will likely encounter and use.

2) Though the use of dialogues is crucial to introduce language functions in meaningful contexts, the teacher should pay more attention to the activities that follow each dialogue, i.e. the reinforcement of language functions in their real use in communication. The activities are therefore very crucial.

3) The teacher should bear in mind that any utterance that is produced by a student should arise, as far as possible, from his need to communicate, not merely from his wish to memorize or imitate the pattern. This requires the teacher's preparation to design practice which forces his students to use language notions in meaningful contexts.

4) This approach is not entirely new. The important thing in using the Notional Syllabus is the strong awareness of using language functions. Though other methods have indirectly or implicitly introduced language functions, the teacher should emphasize this strong awareness so that when the students speak they know what to say and they produce appropriate, acceptable, and good utterances. This implies that they should practise producing correct sentences, both functionally and grammatically. This, of course, is different from the aim

of freer communication practice, which the students should also have.
In the freer communication practice the students should be able   to
convey messages for communicative purposes before they can speak the
language correctly. So both activities complement each other.   Both
help develop the students' speaking ability from different aspects.

1. Example of Practising a Language Function

Let us now see how we can introduce and practise a basic language
function:

- Function: Apologizing (How we express regret)
- Situations: - on a crowded bus
                - in the classroom (a student comes late for the lesson)
                - in a shop
- Principal linguistic components (notional forms): - I'm sorry
                                                    - I do apologize

- Dialogues:

Dialogue 1 (on a crowded bus)

        + Excuse me .... excuse me.
        - Be careful, please. You're standing on my foot.
        + I'm sorry. Excuse me .... I want to get off here.

Dialogue 2 (in the classroom)

        Student: I'm so sorry I'm late, sir.
        Teacher: Oh, why?
        Student: I had a pain in my stomach this morning and I
                 couldn't get up for sometime.
        Teacher: Oh, I'm sorry to hear that. But you're better now?
        Student: Yes, thank you.
        Teacher: Please, sit down.

Dialogue 3 (in a shop)

        Rini: How much is that altogether, please?
        Cashier: That'll be one thousand and two hundred rupiahs,
                 please.

Rini:	Here's two thousand rupiahs.
Cashier:	Here's your change, eight hundred rupiahs.
Rini:	.... ah .... You've only given me seven hundred rupiahs.
Cashier:	Five, six, seven ..... <u>I do apologize</u>, miss. My mistake. A hundred rupiahs, that makes eight hundred.
Rini:	Thank you.

What should we do with the above dialogues?

First, the students should recognize which phrases are being focused and how they are exactly used in contexts. Then, as usually done with any dialogue, the students practise those dialogues with the teacher and in groups. They may act them in front of the class. This is a usual procedure in learning a dialogue.

The next step is to practise the language function which is being focused. It is the essential part of the exercise. The practice can take many forms, from an easy type as in completion of a dialogue to one which demands the students' necessity to communicate:

1) Completing the missing notions in a dialogue. The dialogue frame is based on the above example.

       a. + Excuse me, you may not enter the garden.

         - .... I don't know that it is forbidden to enter the garden.

       b. + Did you remember to buy me some stamps?

         - Oh, ... I completely forgot.

         + Well, I hope you remembered to buy me the book.

         - Oh, ... I couldn't find it. It's been sold out.

(The blanks can be filled with: - I'm sorry
                                  - I'm very sorry
                                  - I'm so sorry
                                  - I'm terribly sorry
                                  - I do apologize)

2) The students prepare and perform dialogues using similar situations found in the examples and employing the language notions concerned. The students create the dialogues although they still use the frameworks of the examples.

a. In a crowded market

+ Excuse me, ... excuse me .....
- Be careful, please. I'm carrying a pail of water.
+ I'm terribly sorry, sir. Excuse me ..... I must be in a hurry .....

b. In the classroom

Student: I'm very sorry I'm sleepy, sir.
Teacher: Oh, why?
Student: Last night I couldn't sleep well because I had a headache.
Teacher: Oh, I'm sorry to hear that. Are you better now?
Student: Yes, thank you. But I'm tired, sir.
Teacher: Well, that's all right.

c. In a shop

+ How much is this mirror then?
- It's seven hundred rupiahs.
+ Here's seven hundred rupiahs.
- Thank you, ... ah, you've only given me 600 rupiahs.
+ Oh, I do apologize, miss. Here's one hundred rupiahs.
- Thank you.

3) The students are led to producing language notions generated by their need to use them:

a) The teacher gives prompting sentences. The students should be able to react properly, i.e. they produce appropriate language notions in response to the teacher's statements or questions.

Teacher : Did you remember to buy me some pencils?
Student 1: Oh, I'm terribly sorry, sir. I completely forgot.

Teacher : Can I see your homework, please?
Student 2: I'm very sorry, sir. I haven't done it. I was
          unwell last night.

Teacher : Where is your book?
Student 3: I do apologize, sir. I left it at home.

b) The teacher gives a simple situation which demands the use of
   the language function concerned. The students perform a short
   dialogue based on the given situation. This exercise demands
   the students' own imagination and creativity. Though at first
   it is difficult and takes a long time to do it, little by lit-
   tle they will be accustomed to it.

   - Situation: <u>in a crowded shop, a man steps on someone's foot</u>

     A: Excuse me, ...
     B: Ah. (indicating some irritation)
     A: Oh, I do apologize, sir. It's too crowded here.
     B: It's all right.

   (The students should try to extemporize such a dialogue.)

   - S ituation: <u>in the classroom, a student has not brought a
                 book for the lesson.</u>

     Teacher: Please, open page 59.
              ..... Where is your book, Dony?
     Dony   : I'm sorry, sir. I forgot to put it in my bag.
              I used it last night.
     Teacher: Don't forget to put your books in your bag next time.
     Dony   : I promise, sir.

   (Since it is intended as an extemporary practice, there are a
   lot of variations on this situation. Some pairs may extemporize
   such a dialogue.)

c) Sometimes the teacher (for a review) behaves in such a way that
   a certain reaction is to be expected from the students.

Example: The teacher pretends that he is angry because he sees that
a student is not prepared yet. The student is then given a
hint to give some reaction:

Teacher: (frowning at the student)

Student: I'm so sorry, sir. I didn't know that you had
entered the classroom.

By creating such a real, unexpected situation, the students will
be accustomed to giving immediate responses due to a sudden need to
react to a certain situation. This is what often happens in real, e-
veryday life.

d) In group work the students practise the language notions more in-
tensively by getting each group create a dialogue, not necessari-
ly write it down, and practise it in the group. The teacher   may
provide the situation or the students themselves create their own.
The important thing in this activity is to make the students work
together, practise together, correct one another, and establish
communication among them. The students will feel that each of them
needs others in order to be able to express what they want to say.
The teacher should provide language functions that are urgently
needed for intimate communication among the students. In this group
work the students can freely experiment with the language functions
they are practising. No doubt the feeling of necessity will arise
as the students are working together to try to use the language
functions. The practice, however, will not become meaningful and
successful unless the teacher prepares the material well and   is
sensitive to the students' mood.

2. Selecting Language Notions

We have seen some techniques to present a language function. No doubt, those techniques can still be developed, extended, and refined. Let us now see what language functions and notions that are likely useful to the students. Since there are so many important language notions we should have some criterion in choosing them so that the students can effectively practise and make use of them.

The criteria of the choice are based on:

1) The notions that have relatively fixed expressions.

Give them first before teaching notions that can be expressed in various ways. The notions of leave-taking and gratitude, which have standard formulas, should be introduced first before giving the notions of expressing boredom and joy, which can be freely expressed.

2) The notions that likely give reaction to others so that communication can be stimulated and maintained.

The notions that are found in the category of modifying people's behaviour usually give much more stimulation than the ones of expressing thought processes. Such notions usually intrigue others so that they are forced to give responses or remarks.

3) The notions that may cause some trouble if they are not rightly used as regards the elements of formality-informality and acceptability-unacceptability.

Such notions should be carefully studied and practised in order to establish appropriate speech habits. The notions of refusing an invitation and showing sympathy should be rightly used, where-

as the notions of giving information or inferring will not create much embarrassment if they are wrongly expressed.

Based on the criteria above we can select the important notions mostly found in the model of Dobson's Notional Syllabus.[3]

I. Basic expressions that to some extent have standard formulas and often demand appropriate use:

1. greeting	10. request
2. leave-taking	11. asking direction and location
3. introduction	12. approving
4. gratitude	13. disapproving
5. apologizing	14. talking about likes and dislikes
6. forgiving	15. exclamation
7. sympathy	16. conversational openings
8. consolation	17. polite remarks
9. invitation	

II. Notions that have force to stimulate communication and often demand appropriate use:

A. Requesting and giving information

1. to ask - to answer
2. to express
3. to remark

B. Expressing opinions

1. to stress	5. to oppose
2. to insist	6. to refuse
3. to agree - disagree	7. to deny
4. to challenge	

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[3]J.M.Dobson, "The Notional Syllabus: Theory and Practice", English Teaching FORUM, vol.XVII,2, April 1979, pp.6-7.

C. Making judgements

1. to overestimate - underestimate   5. to praise - criticize
2. to judge   6. to complain
3. to approve - disapprove   7. to promise
4. to apologize - pardon   8. to blame

D. Modifying people's behaviour

1. to persuade   8. to threaten
2. to suggest   9. to prohibit
3. to advise   lo. to warn
4. to invite   11. to correct
5. to urge   12. to encourage - discourage
6. to order   13. to console
7. to demand

E. Expressing personal feelings
    (These notions are very personal. Indonesian learners have dif-
    ficulty in expressing these feelings in English since their e-
    motion is after all 'Indonesian'. So they should be practised
    and developed little by little and continuously.)

1. fondness - dislike   16. worry
2. affection   17. anger
3. joy - sadness   18. fear
4. regret   19. weariness
5. satisfaction - dissatisfaction   20. thoughtfulness
6. pain   21. envy
7. embarrassment   22. admiration
8. sympathy   23. contempt
9. enjoyment   24. hope - despair
10. interest - disinterest   25. patience - impatience
11. excitement   26. tolerance - intolerance
12. curiosity   27. friendliness - hostility
13. wonder   28. pride - humility
14. boredom   29. confidence
15. annoyance

The notions under the label of Expressing Thought Processes such as to deduce, interpret, verify, etc. are, of course, important. But since they demand high cognitive process they should be given and emphasized at the advanced stage.

It is necessary for the students to have further practice on the more delicate language functions-notions step by step. The language notions can actually be explicitly or implicitly expressed, i.e. by mentioning or not mentioning the label vocabulary above. For example, the notion "to disagree" can be directly expressed as in "I disagree with you", or indirectly, which is usually more polite , as in "Well, as a matter of fact I prefer his suggestion".

Before the students are to produce the notions, they should have practice which focuses on the recognition of language functions and notions. The practice can be called "notional identification exercises".[4] After having such practice finally the students should be able to produce notions of their own by getting engaged in practice which emphasizes the awareness of using language functions.

3. Notional Identification Exercise

The students study a fairly long dialogue which contains a number of language functions and notions. They can then participate in the notional identification exercise.

Driving to Bandung[5]

Sista: We've decided to go to Bandung.
Hadi: That's a wonderful idea. Is it a long way from Jakarta to Bandung?
Sista: Yes, Hadi. About four hours' drive. Have you ever been to Bandung before?

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[4] J.M. Dobson, ibid. p.8.

[5] Bukhari Katar BA, Short and Easy Conversation, (Jakarta: Media, 1977), p.116.

Hadi: No, never.
Sista: Well, you're going to see a lot of interesting things
         and places there.
Hadi: That's nice. I like to see the country.
Sista: If it doesn't rain you can enjoy the scenery.
Mother: Is there anything wrong with the car, Sista?
Sista: I don't know, mother. The engine doesn't work. I'll have
         a look.
Mother: I think there isn't enough petrol in the tank, Sista. It's
         empty.
Sista: Where can we get any petrol, father?
Father: There's a tin of petrol in the garage. Please take it and
         pour the petrol into the tank.
Sista: And will you try the engine, father?
Father: All right. It starts.
Mother: Well, everything is all right now. Let's go!
Father: S ista, I think you'd better drive the car. Have you your
         driving licence with you?
Sista: All right, father. Here we go!
Father: Sis! We must stop at the nearest petrol station first.
Sista: Yes, father. We must buy some liters of petrol, unless we'll
         be out of petrol on the road.
Mother: Why are you driving so fast, Sis? We're not on a fast trip.
Sista: I'm going very slowly, mother. Only sixty kilometres an hour.
Mother: Sixty kilometres an hour isn't slow, Sis! Do be careful!
Sista: We're down to forty kilometres an hour, mother.
Father: That's fine, Sis, as a driver you must keep us in safety.
Sista: Yes, father. We were given lessons in safety first at school.
Mother: Look! There's a large van coming in front.
Sista: Yes, I've seen it, mother. There's nothing to worry about.
Father: Sista is a good driver, Mom. Motoring isn't dangerous if the
         driver is careful.
Mother: Yes, I know she's a careful driver.

The students are asked to find the expressions found in the dia-

logue which reflect some certain notions:

1. The speaker expresses delight when the other speaker informs some-

   thing.

       - Hadi: That's a wonderful idea. (2)

       - Hadi: That's nice. I like to see the country. (6)

2. The speaker makes request. The speaker is not supposed to give com-

   mand because of his or her lower position.

       - Sista: And will you try the engine, father? (13)

3. The speaker, because of his or her position, gives an _order_ to the other speaker.

- Father: .... Please take it and pour the petrol into the tank. (12)

- Father: Sis! We must stop at the nearest petrol station first. (18)

- Mother: Why are you driving so fast, Sis? We're not on a fast trip. (20) (the order is implied)

4. The speaker _advises_ THE other speaker to do something.

- Father: S ista, I think you'd better drive the car. (16)

- Father: That's fine, Sis. As a driver you must keep us in safety. (24)

5. The speaker gives a _warning_.

- Mother: Look! There's a large van coming in front. (26)

6. The speaker _agrees_ to the other's suggestion.

- Sista: I'm going very slowly, mother. .... (21)

- S ista: We're down to forty kilometres an hour, mother. (23)

- Sista: Yes, I've seen it, mother. There's nothing to worry about. (27)

In the above exercise the students are forced to become aware that one can express what he wishes to say in various ways and they can directly see how some expressions are appropriately used in contexts. They can also see relatively fixed expressions and the same vocabulary used in many notions. Such an exercise will provide a basis for producing infinite, correct utterances.

4. More Practice in Language Notion Production

After having sufficient practice in language notion recognition the students should have practice in producing language notions. The students should be able to respond quickly and correctly to a given situation.

1) Refusing

+ Ton, let's go swimming.

- .... (refusing)

The responses may be numerous but the students practise in giving polite responses which are usually uttered:

- I'd love to but I can't.
- If you don't mind, I'd rather not. I've got a bit of a headache.
- Thank you, But I'm afraid I have to go to the post office.
- I'm sorry, I've lots of work to do.

2) Accepting

+ Will you join us for dinner?

- .... (accepting)

The responses can be:

- Thank you, I certainly will.
- Yes, I'd like to very much.
- Yes, I'd love to.
- Yes, with pleasure.

3) Persuading

This is a continuation of the practice in refusing. The first speaker tries to persuade his friend to accept his invitation.

+ Ton, let's go swimming.

- I'd love to but I can't.

+ .... (persuading)

The persuasive words may be:

- What a pity, Ton. We will certainly have a nice time there.
- I promise I'll treat you to a glass of coffee after having a nice swim.
- Ton, you're not busy I suppose. You're just too lazy to get up. There'll be a lot of girls.

4) Expressing joy

Teacher: Suppose you've just been bought a new dress.

Student: - Oh, it's really wonderful.
- I'm very happy to have such a nice dress.
- Oh, it suits me very well, doesn't it?
- Oh, you're so kind, mum. I'm going to wear it at the party next week.

5) Expressing sympathy

- The teacher pretends to be sad, the students should express sympathy to him:

- What's the matter with you, sir?
- What's wrong, sir?
- Can I help you, sir? You don't look well today.

- Teacher:-You see, my mother is in hospital.

Student: Oh, I'm sorry to hear that. I hope she soon gets better.

- Teacher: I didn't manage to get a ticket.

Student: - Bad luck!
- Don't worry. The film is still on show today.
- Never mind. I don't suppose the film is good.

6) Bit by bit two-line dialogues are extended to more complex ones. By this way the students practise expressing several related notions:

—

+ Good morning. Do you like to go for a walk?

- .... (accepting)

+ The weather is fine today. Well, as a matter of fact I
  don't know what I'm going to do tonight. ....
  (inviting - to go to the movies)

- .... (politely refusing)

+ Well, never mind.

It will be misleading if each exercise unit always focuses on
one language function only. The above examples are actually meant
for preparing the students to use a number of language functions
in one unit of conversational exchanges, which is what really hap-
pens in normal communication. A further exercise (similar to the
6th example) is needed. An exercise which has the title "Getting
Lost", for example, will comprise a number of language functions
used in one situation. This is more realistic than an exercise which
focuses on one language function. In such a title the functions that
can be practised together include: asking the way, asking for clar-
ification when one doesn't understand, expressing frustration, thank-
ing people, and many others.[6]

To provide an effective starting point for practising those
functions we can use the Talk-and-Listen dialogue (Via 1977).

> In the Talk-and-Listen dialogue, each student has a
> written dialogue to refer to, with only his own part of
> the dialogue shown, and a blank line for the other part.
> The main rule is that the students must look at each oth-
> er while either one of them is speaking. They are allowed
> to glance down at their part in between speaking, but must
> look up and maintain eye contact when speaking or listen-
> ing. ....[7]

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[6] Robert O'Neill, "On Labeling Functional-Notional Units" (Letter),
English Teaching FORUM, vol.XVIII, 2, April 1980, p.21.

[7] James Garton, "Dialogues as Models of Communicative Competence for
Trainee Teachers", E.T.FORUM, vol. XVIII, 2, April 1980, p.21.

Example:

Asking the Way

A's sheet	B's sheet
A: Excuse me, sir. I'm trying to find my way to Gajah Mada University. Can you direct me?	A: ....
B:	B: Let's see! Gajah Mada University? That's in Bulak Sumur, isn't it?
A: I haven't the faintest idea. I just know that it is "up-town".	A: ....
B:	B: That's right. It's in Bulak Sumur. Well, you can take a bus. There's a bus-stop on the next corner.
A: Do I just take any bus that comes along?	A: ....
B:	B: Yes, all of the city buses have to go to the campus before going back to the bus-station down-town.
A :Thank you very much for your help, sir.	A: ....
B:	B: That's all right. I like to help strangers.

By doing this exercise the students actually practise producing language notions naturally since each of the speakers does not look at the other's responses and the talk is based on a correct colloquial model. The dialogue may be based on the one that has been used in the notional identification exercise so that the students consciously use the language functions and notions they have studied.

The students should, of course, be able to produce a number of notions in one discourse with their own words. So a more productive exercise has to developed. The notion selection that we have seen (p.47) is actually intended, among other things, to stimulate communication in which a number of communicative language functions are produced. A productive exercise which utilizes the selection can be developed by creating a <u>dialogue framework</u>. The framework consists of language notion labels arranged in a logical way and the key vocabulary.

Example:

In a Department Store

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        Tuti: This is nice material. What is it?
Shopkeeper: ..................... (cotton)
        Tuti: ..................... (asking the price)
Shopkeeper: ..................... (answering - 2,000 rps a metre)
            ..................... (persuading)
        Tuti: ..................... (expressing surprise)
            But ................. (expressing liking)
Shopkeeper: How much can you pay, miss?
        Tuti: ..................... (telling the price she wants)
Shopkeeper: ..................... (refusing politely)
        Tuti: ..................... (increasing the price)
Shopkeeper: ..................... (agreeing)
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This framework can be based on the dialogue that has previously been learned so that the students have the idea of the situation.

Another example:

Tony is unhappy

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Heru: You don't seem very happy this morning.
    ..................... (asking the reason)
Tony: ..................... (answering - thinking of a
                            tomorrow's test)
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Heru: .... (asking about the test)
Tony: .... (expressing disinterest in the test)
      .... (telling the reason)
Heru: .... (encouraging)
Tony: .... (still expressing hesitation)
Heru: Well, don't worry, Ton.
      .... (praising Tony)

. .

We should remember, however, that it will be misleading if the students depend very much on the labeling of language functions and notions. In realistic conversation each time one produces an utterance he does not think that he is using this or that notion. The above exercises are actually a preparation for freer communication in which the students try to communicate with each other naturally without being hindered by some artificial element like the labeling of language notions.

.. .. ..

C. Freer Communication Practice

This practice is intended as a complement, real use, and experiment of all the theory and practice that have been and are being studied and done. It is also a preparation for getting involved in activities at the advanced stage where free communication is dominant and for experiencing the real use of language as a means of communication outside class.

1. Elementary stage

Although in the manipulation phase the students do not have formal communication practice, the teacher should encourage them to produce sentences of their own to be used for casual communication. This can be done before a formal lesson (structural drill) is started or after the students have been tired of controlled practice. It can be carried out mostly through communication with the teacher, who often has to take the initiative to stimulate his students to speak. The teacher can make a list of questions that are common and easy to answer. The questions can be used over and over and added or altered at will.

1. Are you tired?
2. Do you go to school every Sunday?
3. Does your mother go to market every morning?
4. Are you studying now?
5. Where are you now?
6. What are you doing now?
7. Who is teaching you now?
8. Who teaches you mathematics?
9. Did you study last night?
1o. Where did you go last Sunday?
11. At what time did you go to bed last night?
12. Is your father a farmer?

etc.

If such common questions are often exposed to elementary students, no doubt they will be familiar with the question-answer activity, which is an essential element in any communication practice. They will also become used to unexpected and unprepared communication, which one actually finds in a normal conversation. The teacher should also encourage the students to produce such questions so that casual communication among the students will be established. This informal practice is needed besides the formal, programmed practice. It is also to make the students aware that speaking ability can hardly be achieved through one rigid, controlled practice only.

2. Intermediate/ pre-advanced stage

In this level the students receive some formal practice in free communication though not so free and dominant as in the advanced stage. They are now ready to get engaged in activities that focus on self-expression after they have been equipped with basic structure knowledge and skill in manipulating it. It is also intended to reinforce the language functions they have been learning as they can directly experiment with them. It is to convince the students that without getting involved in real and free communication they are just dreaming of acquiring the speaking skill.

In this practice the students should be stimulated to produce utterances which are the results of their direct need to communicate with each other. They should be led to make contacts with each other in order to communicate. For this purpose the teacher can provide them with various activities, depending on the teacher's own choice and conviction. Let us see some activities that can potentially stimulate the students to speak:

Question - Answer Practice

Actually this practice is the basis of other free communication activities. A s it is the centre of communication practice we should develop it into a great extent and it should be used throughout the course.

A) Practice between the teacher and the students

This is a continuation of the casual practice done at the elementary stage. Since the teacher should ask all of his students in the class, each student will have a little chance to speak. Consequently it will not be effective if this practice occupies most of the communication period. It should be limited, as at the elementary stage, to casual communication between the teacher and the students:

- asking those who come late why they do so.

- asking the reasons why some students are absent.

- asking time: hour, day, date, etc.

- asking weather conditions.

- asking the students' study problems

- asking their extra-curricular activities.

etc.

B) Practice in getting the students to ask questions

Little by little the students should be led to become more active. They should be encouraged to make questions. Special practice should be done to get them to ask questions.

Alun L.W. Rees suggests four kinds of questions used in the classroom:[8]

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[8]Alun L.W. Rees, "Get Them to Ask the Questions", English Teaching FORUM, Special Issue, vol. XIII, 1975, p.94.

a. <u>Personal requests</u> that arise naturally during the course of the class.

      - May I borrow your pen?
      - Do you want us to copy that down?
      - Which line is it in?
      - May I leave the room?
      - When is the homework due?

b. <u>Comprehension questions</u> seeking to clarify doubtful points and establish that the material under consideration has been thoroughly understood.

      - Why did Peter run away?
      - When did Bob go to see the man?
      - Which came in first, the train or the bus?

c. <u>Grammar questions</u> on particular lexical items.

      - What is the past tense of the verb 'to draw'?
      - What part of speech is the word 'reluctant'?
      - What is the plural of 'woman'?
      - What noun do we get from the adjective 'wise'?

d. <u>General questions</u> extending the scope of the vocabulary items included in the class material by placing them in different contexts, particularly in questions pertinent to the student's own experience - his family, study, job, future plans, etc.

      - Have you ever gone roller-skating?
      - What happens to the back wheel when you turn the pedal?
      - How do you put on the brakes when you want to stop?
      - Are any of your relatives farmers?

Each of these four kinds of questions should be developed to a great extent so that the students are able to employ them spontaneously in the classroom. Asking questions will then become a common thing to most of the students.

The practice can be formal or informal. In the formal activity the teacher gives a number of exercises that can elicit production of questions such as:

- writing a sentence: "Yesterday I bought a dozen apples in the Shopping Centre."

This sentence can elicit a surprisingly large number of questions.
- showing pictures to prompt the students to produce questions.
- asking a student to come in front and getting the other students to interview him.

The informal activity is especially to employ the first three kinds of questions. Encourage the students to use English in the classroom whenever they want to ask grammatical or vocabulary items, to ask for clarification of things that are not yet clear, or to ask for permission to leave the class.

C) Special practice in group work

The students need to practise this question-answer activity more intimately, freely, and intensively in group work. This may become a major activity throughout the course. In each group, which consists of four to five students, they become "independent" students, not hindered or restricted by the formal class situation. The teacher's task is to check whether the practice works or not and to stimulate them to do the practice. The teacher is not supposed to teach, he is supposed to guide. In each group it is important to place a student who is better at conversation than the rest of the group members so that the group will become alive and all students will become motivated to try to speak.

Since this practice emphasizes the communicative content rather than the language form, it is difficult to determine what materials are suitable for every student. We have to select a large number of content materials that are interesting and relevant to the students. The class teacher is finally the person who can decide the selection.

In doing this group-work practice it is necessary to direct the students to a number of activities leading to free conversation at the advanced stage:

a. Give each group a list of questions. The questions are ordinary ones that have sometimes been asked by the teacher in casual communication practice. The task of each student in the group is to answer the questions one by one and to develop each question into a number of related questions depending on its flexibility and each student's creativity.

    1. Where do you live?
    2. What did you do last night?
    3. A re you tired now?
    4. What are you going to do this afternoon?

Each question above can be developed into a number of related questions:

    1. Where do you live?
      - Is it a long way from our school?
      - How do you come to school?
      - Do you live with your parents?
      - How big is your house?
      - Does the city bus pass your house?
      - Do you like its surroundings?

    2. What did you do last night?
      - What time did you study last night?
      - With whom did you study?

- What were your parents doing last night?
- Do you usually study every night?
- What are your study problems?

Communication process is ensured when the students are able to "manipulate" each question and to make it a source for prompting communication. Though at first it is a bit difficult to ask the students to develop each question, this practice provides good opportunity to the students to become creative and imaginative, which is needed in realistic communication.

b. Ask the students to interview one another. One student is to be interviewed by the other members of the group. This is quite interesting for the students to do because everybody is actually eager to know the life background of others and to some extent hopes that his life background is known. The teacher can guide the students by providing a list of things that can be asked in an interview such as hobbies, family, habits, study, likes and dislikes, favourite figures, and many others.

c. Distribute simple pictures from magazines, comic strips, or other visual materials to stimulate the question-answer activity. The group may get absorbed in talking about, interpreting, and extending the materials so that they can creatively use language in intimate communication.

Example:

- How many people are there in the picture?
- What is the girl doing?
- What are the boys doing?
- What things are on the table?
- What is behind the girl?
- Can the girl study?

d. Give an easy problem to discuss. This is especially for pre-advanced students, who will soon be ready to do free communication practice. In this task every student in the group is expected to contribute to the problem being discussed. The leader of the group should be aware of the fact that unless everybody in the group is involved, the communication practice is not successful. What they try to speak is more important than how they make up sentences. It should be avoided as far as possible that a student is hampered because he has to think of the expressions that will be uttered too long.

In this practice it is not necessary for the students to reach a conclusion or a consensus. Just ask them to contribute ideas to the problem. The problem can take the form of a short passage or a topic sentence followed by some guiding questions.

Examples:

- Tomorrow I am going to have a mathematics test. I have studied the material but I still feel that I am not prepared. This evening a friend of mine will come. We have planned to see a film. The film is a good one and today is the last day of the show.
  - What shall I do?
  - How can I study?
  - What will the friend's reaction be if I cancel the plan?
  - What is the wisest way to solve my problem?

- "A student should study all the time".

    - Do you agree to this statement?
    - What do you think if a student does so?
    - How long do you study everyday?
    - What are other useful activities outside study?

- "Better to ask the way than go astray". (proverb)

    - What does the proverb mean?
    - Are you ashamed to ask "the way" to your friends?
    - Are you too proud to admit that you don't know anything?
    - Have you got an experience of "going astray" because of your pride or shyness?

The various activities of question-answer practice suggested above are not exhaustive. Each teacher can actually look for many other ways to elicit the students' oral production.

The kind of language used in this practice deserves its own existence. Since it is mostly the students' own production, we cannot expect that the language produced is always correct and proper. It may hardly be idiomatic. There are some hesitation and pauses between utterances. These facts, however, show that the students have been learning to use language for communication, not for imitation or memorization. Really fluent and idiomatic conversation in a foreign language can only be acquired by close daily contact over a long period with native speakers of that language. The language used here also hardly contains elements of formality-informality or acceptability-unacceptability of language use. It is because the students speak among themselves and what they are talking about does not usually demand such language use. We are more concerned with practice that ensures the students' own language production rather than knowledge of correct lan-

guage use, which often hinders them to speak. Such knowledge and
skill are the major concern of language function-notion exercises.
All of these, however, will finally lead the students to produce
good, appropriate language fluently.

Other Practice Activities

Besides the question-answer practice, which is our main activ-
ity, there are many other activities that help the students develop
their oral skill such as role-playing, telling a tale or experience
in front of the class, summarizing a paragraph or an article, giving
a report on a prepared topic, dramatizing a dialogue or a play,
playing language games, and engaging in telephone conversations.
Actually a lot of them have been applied and developed by a good
many teachers. Nevertheless, in carrying out such diverse activities
one should remember the following basic guides:

- Try as far as possible to connect the activities with the practice
  in language notion production. Role-playing, engaging in telephone
  conversations, and giving a report on a prepared topic will cer-
  tainly give a lot of chances for the students to practise what they
  have learnt in the language notion exercises.

- Though there should be good preparation in organizing the activities,
  the students may often be engaged in extemporaneous activities. By
  often having to speak without preparation the students will get ac-
  customed to real speaking activity. Telling a tale or experience
  and doing an interview will give chances for the students to speak
  freely without too much preparation.

- The students should be what they are - their personality and their
  own cultural background. This assumption is in line with the empha-

sis on the other basic principles maintained throughout this writing. How could one be able to express naturally what he wishes to say if he became someone else? Since role-playing gives much emphasis on such pretending, it will be unwise for the teacher to often get the students to do role-playing activities.

- Create situations in which the students feel that they are talking about something without realizing too much that they are learning the language being used. For example, they are working on a problem together and in doing so they are using their English to work out the problem. This will certainly create realistic atmosphere in which one uses language. Though it seems that this activity is for advanced students, actually it can be applied to intermediate students if they are properly guided with regard to the subject-matter that is related to the students' maturity and experience.

These other practice activities give variations to the question-answer activity. One of them can be applied after the students have undergone some intensive practice in the question-answer activity. The students need variations. Variations can engender freshness and new spirit in learning the language. These will finally lead the students to always want to improve their knowledge and skill. Such a motivation guarantees the success in acquiring what is being aspired to.

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IV. THE APPLICABILITY OF DEVELOPING SPEAKING ABILITY

It is interesting for us to discuss whether the techniques and activities discussed in the preceding chapters are applicable or not to English instruction in schools or other language courses. We feel that developing speaking ability is something that is too hard to carry out. This feeling is based on the fact that speaking ability is acquired through practice which can hardly be standardized or strictly programmed and through exposure to daily contact with the target language, which unfortunately can hardly be carried out. Nevertheless we are sure that something can be done to develop our students' speaking ability.

It is obvious that to develop speaking ability in the Junior and Senior High Schools in our country is very hard indeed. There is a number of reasons for this pessimistic view:

1. Time allotment given to the English instruction is not used for developing oral skill only. The aim of teaching English in high schools covers all of the language skills with stress on reading ability. Even if it were used for developing speaking skill only, which is an unwise policy, it would not be sufficient.

2. The number of students in most classes is too high. The average class in schools is too big to carry out such intensive, long practice as developing speaking ability.

3. The motivation of each student greatly varies since all students go to school not only to study English. In such a diverse group of students with different aims and interests, it is almost impossible to put into practice a program which requires strong motivation for making continuous progress and which consumes much of the students' time.

4. Qualified teachers for this purpose are scarce. Most of our English teachers specialize in grammar or reading instruction.

So now where can we use those materials for developing speaking ability? In short we can say that the application of developing such a skill is outside school hours. But let us see first the conditions of success in applying them to any language class. Though we cannot guarantee success if the conditions are fulfilled, they are at least worth taking into consideration.

1. There should be continuity. Developing speaking ability is not a matter of three-month or one-year course, nor is it an intermittent course where one can join and leave at will without any continuous effort to reach the goal. Three to five-year continuous study is needed if one is ever to make significant progress.

2. There should be a single aim or motivation, i.e. desire to be able to communicate in the target language. In high schools this condition can hardly be fulfilled since the students have to concentrate on many other subjects, which often distracts them from having such motivation. In a special English course its members can be directed towards having some degree of motivation to communicate in English.

3. The number of students in one class should be greatly limited, twenty at the most, so that the instruction given can be intensive and effective, which is a very important aspect in developing oral skill. The suggestion of twenty or less than twenty students in one class is based on the fact that teaching conversation or other

skills which emphasize individual participation in a high school's class (consisting of forty students) is not fruitful and is   a waste of time.

4. The course should be well divided according to the levels of the students. A student who is not able to speak anything is not supposed to join a group of fairly fluent speakers. This, of course, is to avoid many obvious hindrances which often arise when a class consists of students of different levels. This is another reason for the inapplicability of developing speaking ability in   high schools.

Having seen the conditions above it cannot be denied that it is difficult to hold a language course which can meet those requirements. Nevertheless, English courses in our country have been growing rapidly and many of them are in the direction of what we have been aspiring to, that is to make the students study and practice language effectively and communicatively. Therefore we should not be discouraged to put into practice what we believe to be worth doing and trying.

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CONCLUSION

This writing is not an attempt to present new methods or viewpoints. It is an attempt to make use of basic principles of language learning that have often been overlooked.

Someone learning to speak should have a lot of chances to speak the target language. To speak the language is not the same as to imitate or reproduce its sentence patterns or conversational exchanges. To speak here means to produce utterances necessitated by the will to communicate something to others. Before producing utterances one should have some reason why he wants to produce them. One's necessity to communicate is the main reason why he wants to speak.

This requirement will be easily met if one studies and lives among native speakers of the target language, i.e. in the country where the language is spoken. But since our concern is to develop speaking ability in class and the students live in their own country where English is only a foreign language, there should be some systematic presentation in administering the practice activity so that the students can learn and practise efficiently with regard to the requirement above. Based on this assumption I have been trying to develop some activities that are found in the previous chapters. Basically they consist of three main activities with regard to the learning levels of the students: Structural drills, Functional-Notional exercises, and freer communication practice. All those activities are developed in such a way that the necessity to communicate, and therefore also meaningful contexts become their basis or "background". Since in freer com

munication practice the element of necessity is greater than the
other activities, it should be developed from the beginning, ei-
ther formally or informally. Structural drills, which provide the
students with a basic tool in learning language, are the main ac-
tivity at the initial and elementary stages; whereas Functional-
notional exercises are developed at the intermediate and later
stages after the students have acquired basic material.

I regret to say that to apply these activities to English class-
es in high schools will be difficult since time allotment and the
large number of students in the average class do not allow the prac-
tice to work effectively. With the emphasis on reading and the obli-
gation of using the "Students' Book" published by the government and
also of following the national curriculum strictly, it will not be
favourable to develop the students' speaking ability by using any
method or technique. The activities suggested in this writing will
then become an ideal suggestion if they are applied in schools. Nev-
ertheless they can be applied in a number of intensive English courses,
which are now growing abundantly in our country. In such courses the
teacher can freely use and adapt the suggested practice to develop the
learner's speaking ability.

The teacher plays a major role in carrying out the activities.
However, since each teacher is an individual, the implementation of
the activities cannot be uniformly carried out. It depends on each
individual teacher how to carry them out. Yet he has to remember the
basic principles that have been employed in this writing. Without
taking into consideration the will to communicate, for example, there
will hardly be any real communication practice.

Each student is also an individual. Each individual is worthy of attention. The activities developed in this writing have indirectly or directly applied this assumption because from the beginning we have emphasized the importance of real communication done by the students and the use of group-work. Real communication will not take place if each individual with his own particular problems, life background, aspiration, and learning style is denied his participation. Mechanical drilling or traditional system in which the teacher gives something and the students receive it passively denies the involvement of students in real communication. The use of group-work opens the ways to more involvement of the students as individuals. All of these are congruous with the present trend in language teaching which emphasizes the involvement of the whole person of the learner and early communication. Let the students experiment with the language they are learning. Let and make them speak!

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