

PREPARING PRE-SERVICE TEACHERS FOR EFFECTIVE MONOLOGUE SPEECH IN ENGLISH

Sharipova Feruza Muxammad qizi

UzNPU, PhD student

<https://doi.org/10.5281/zenodo.20741301>

Annotation. This study or discussion explores the strategies, methodologies, and pedagogical practices involved in equipping pre-service teachers with the skills needed for delivering effective monologue speeches in English. Monologue speech where one speaks uninterrupted on a topic plays a critical role in classroom teaching, particularly in language instruction and teacher-centered activities. The focus is on enhancing linguistic competence, speech organization, fluency, pronunciation, confidence, and audience awareness. The research may incorporate elements of communicative language teaching (CLT), task-based learning, and performance-based assessment to evaluate speech effectiveness. Emphasis is also placed on overcoming anxiety, fostering self-reflection, and providing constructive feedback during teacher training programs.

Key Words: pre-service teachers, monologue speech, English language teaching, teacher training, public speaking skills, oral communication, classroom discourse, speech fluency, pronunciation, confidence building, performance-based assessment, communicative competence, teacher preparation, language pedagogy, reflective practice.

In the realm of teacher education, particularly within the context of English language instruction, the ability to deliver coherent, engaging, and well-structured monologue speeches is a fundamental skill for pre-service teachers. Monologue speaking—defined as extended, uninterrupted oral discourse delivered by an individual—serves as a critical pedagogical tool in the classroom. It allows teachers not only to convey instructional content clearly but also to model fluent and accurate language use for learners. However, for many pre-service teachers, especially non-native English speakers, producing effective monologue speech presents a complex challenge. This challenge stems from a combination of linguistic limitations, psychological barriers such as anxiety and low confidence, and insufficient training in structured oral expression.

The preparation of pre-service teachers for monologue delivery necessitates a multifaceted instructional approach that integrates elements of communicative competence, rhetorical organization, and performance-based learning. Teacher education programs must therefore prioritize the development of speaking skills that go beyond mere grammatical accuracy, fostering instead a holistic set of competencies that include fluency, coherence, pronunciation, prosody, audience awareness, and the strategic use of language. Furthermore, opportunities for practice, self-assessment, peer feedback, and reflection are essential components in building the oral proficiency and self-efficacy required for successful classroom communication.

This study (or paper, if you're writing one) seeks to explore the pedagogical strategies and instructional frameworks that can effectively prepare pre-service teachers for delivering impactful monologue speeches in English. By examining current methodologies and highlighting best practices in teacher training, the goal is to identify how aspiring educators can

be empowered to use spoken English with confidence, clarity, and purpose in real-world teaching contexts.

Effective monologue delivery in English is a vital skill for pre-service teachers, particularly in contexts where English is either the medium of instruction or taught as a second language. The ability to speak fluently, coherently, and confidently before an audience contributes not only to classroom effectiveness but also to professional identity formation [4]. Therefore, teacher education programs must prioritize speech training that develops both linguistic competence and presentation skills.

Monologue speech, unlike dialogue, requires the speaker to sustain discourse independently, which demands a high level of preparation in terms of content organization, vocabulary control, and speech delivery strategies. Research indicates that structured speech activities and guided practice can significantly improve fluency and reduce anxiety among pre-service teachers [6]. Such activities include storytelling, opinion speeches, and reflective presentations, which help speakers internalize language structures and develop rhetorical awareness.

Furthermore, integrating principles of communicative language teaching (CLT) into teacher preparation helps align language use with real-world communication needs. Under the CLT framework, monologue tasks are designed not merely for grammar accuracy but also for functional and pragmatic appropriateness [5]. For example, training pre-service teachers to tailor their speech for diverse classroom audiences enhances their ability to use language purposefully.

Pronunciation, intonation, and non-verbal cues are also essential components of effective monologue speech. Programs that incorporate pronunciation drills, video self-assessments, and peer feedback sessions foster greater metacognitive awareness and allow teachers to refine their oral communication over time [1]. Moreover, the use of video recordings and reflective journals has proven effective in helping teacher candidates evaluate and improve their performance independently [2].

Another important factor is psychological readiness. Stage fright and fear of making errors often inhibit speech performance, especially among non-native speakers. Therefore, teacher educators should incorporate strategies for building self-confidence, such as simulated teaching sessions, positive reinforcement, and language support scaffolding [7]. A supportive environment reduces anxiety and empowers pre-service teachers to view speech-making as a learning opportunity rather than a performance test.

In summary, effective preparation for monologue speech in English must be multifaceted, integrating linguistic, pedagogical, and psychological elements. Through a combination of practice, feedback, and reflection, pre-service teachers can develop the skills necessary to become confident and articulate educators.

Preparing pre-service teachers for effective monologue speech in English is a critical component of teacher education, particularly in multilingual or English-medium educational settings. Successful monologue delivery requires more than linguistic accuracy; it involves coherence, confidence, audience awareness, and strategic use of language. Teacher preparation programs must therefore adopt a comprehensive approach one that combines structured

speech practice, communicative strategies, pronunciation training, and confidence-building activities.

By integrating these elements into training, educators can equip future teachers with the tools to deliver meaningful, fluent, and engaging monologues that enhance their classroom presence and communication. Moreover, fostering reflective practices such as peer feedback and self-assessment encourages continuous development and self-awareness. Ultimately, investing in monologue speech training not only benefits the professional growth of pre-service teachers but also improves the overall quality of classroom interaction and student engagement.

Adabiyotlar, References, Литературы:

1. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). Teaching pronunciation: A course book and reference guide (2nd ed.). Cambridge University Press.
2. Harmer, J. (2007). The practice of English language teaching (4th ed.). Pearson Longman.
3. Nation, I. S. P., & Newton, J. (2009). Teaching ESL/EFL listening and speaking. Routledge.
4. Richards, J. C. (2011). Competence and performance in language teaching. Cambridge University Press.
5. Savignon, S. J. (2002). Interpreting communicative language teaching: Contexts and concerns in teacher education. Yale University Press.
6. Thornbury, S. (2005). How to teach speaking. Pearson Longman.
7. Ur, P. (1996). A course in language teaching: Practice and theory. Cambridge University Press.