Description this essay will involve a critical discussion of a relevant issue in Language Teaching Methodology, based on the theory and research evidence from second language acquisition and teaching literature. Speaking ‘Speaking is difficult skill to teach in a second language’. According to literature and research, how should a teacher go about it? You can address the following areas in your answer: • − Apart from pronunciation, what are the main elements involved in speaking a second language competently? • − What considerations (are or would be) important in designing a course or module for the teaching of speaking skills in a second language?

 • − What classroom management problems may arise in the teaching of speaking in a second language and how might they be addressed by the teachers? Resoureces Burns, A., & Seidlhofer, B. (2010). Speaking and pronunciation. In N. Schmitt (Ed.), An Introduction to Applied Linguistics (pp. 197-214). London: Arnold. Lazaraton. (2014). Second Language Speaking. In M. Celce-Murcia (Ed.) Teaching English as a Second or Foreign Language (4th ed.) (Chapter 8, pp. 106-120). Boston, MASS: Heinle. Hedge, T. (2000). Teaching and Learning in the Language Classroom. Oxford: Oxford University Press. [Chapter 8]

While there has been much discussion of syllabuses, there has been little discussion of the content—the actual subject matter—of language lessons. Typical content has been imaginary characters and information. 'Real' content, based on the world outside the classroom, has been comparatively rare. Some possible types of real content are another academic subject, content contributed by the students, language itself, literature, the culture of the country where the language is spoken, and interesting facts about the world at large. If the message—the information that is communicated—is important to language learning, then we need to investigate the range of content types that may suit our students and our educational goals.