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Speaking and Listening Activities

Түйіндеме

Бұл мақалада сөйлесу және тыңдау әрекеттері қарастырылады

Резюме

Данная статья рассматривает разговорную речь и аудирование

The four basic communicative activities in language consist of speaking, listening, reading and writing. Some activities that make for interesting and diverse speaking activities include:

- Conversation classes – provide guided and unguided speaking practice in English for language learners
- Conversation clubs – this similar venue to conversation classes during which learners can practice speaking through oral practice offering opinions and comments on controversial topics.
- Dialogues – a natural speaking forum that second language learners find simple and easy to engage in on a variety of topics. Dialogues can be pre-written, prepared by teachers or the learners and involve two, three or more learners at once in scenarios such as a job interview, a good waiter and difficult customer, or other contrasting roles.
- Simulations and role-playing – a commonly used scenario in business and technical English classes, these provide near authentic speaking practice situations that help in preparing learners for real-life speaking situations.
- Speaking practice games – turn-taking games during which learners give answers or comments on different topics or use selected grammatical structures are fun and motivating for learners.
- Songs – can be used to practice vocabulary in an oral context, grammar elements and connected speech. The teacher can use songs to illustrate accents, lexis in context and pronunciation as well making songs a valuable addition to a series of listening and speaking activities.
- Debates and discussions – with sufficient skill levels, second language learners can debate sides of an issue prominent in their city, region or country based on any theme. Debates are also great for training multiple aspects of speaking in all levels of learners.

It is intended that the following speaking and listening activities be integrated with the other language processes and not taught in isolation. In each of the following activities, both speaking and listening are addressed to provide for the development of pupil' speaking and listening abilities in conjunction with one another.

Conversation. Conversation serves many functions. People use conversation to establish relationships through personal expression, to find out information, and to compare views with others. Conversation provides a means for sharing experiences and solving problems.

Teachers can capitalise on the critical role of conversation in pupils' lives and use it to enhance their language learning. Through experiences with the language processes, the pupils can discover a steadily expanding series of topics and purposes for conversation. Pupils should have opportunities to talk about a variety of topics such as projects, books, characters, television programs, and videos. Because what pupils talk about is easier for them to write about, the topics of their conversations often act as springboards for their writing.

It is important for pupils to converse about topics of personal interest. Ideas for classroom conversation come to pupils through reading, listening to others talk, and reflecting on the experiences that school and life have to offer. Experiences in the English language arts classroom and in other subject areas make excellent sources for conversation. Assigned topics may not inspire pupils to talk as much as pupil-selected topics. To facilitate and encourage pupils conversation, teachers could:

- arrange a particular class period where, immediately upon entering the classroom, pupil go to designated spaces to sit together in small groups and talk for ten minutes about such topics as a television program or a school activity.
- invite pupils, at the beginning or ending of the school day, to sit comfortably in a circle and talk about the day's activities (e.g., What happened or what did not happen? What interested them and why?).

In conversation, it is important for pupils to have a useful vocabulary. Clarity and precision are the keys to effective word choice in conversation. Teachers should not expect perfection from pupils in the use of unfamiliar or difficult words, but rather should develop a supportive environment and group rapport that encourage pupils to experiment with unfamiliar words. Pupils need to know that words represent thoughts. Rather than attempting to use unusual syntax, outlandish phrases, or "big words", pupils should strive to find direct and meaningful ways of making themselves understood. To help pupils develop a useful vocabulary, teachers could try the following:

- Maintain classroom charts (to be changed regularly) on which pupils may record a growing list of synonyms for certain words.
- Have pupils keep individual word lists to extend their speaking vocabularies (e.g., *ghost*: phantom, spook, spirit, apparition; *purple*: mauve, lilac, violet). They may gather these from their listening, writing, reading, and viewing activities as well as from experiences outside of the classroom.

Pupils must also observe common courtesies in conversation. Some common courtesies may be established by the whole class, and individual as well

as group assessment could be conducted periodically to see if these common courtesies are being observed. The following list includes some useful reminders:

- avoid topics that are unpleasant or distressing to group members
- give everyone a chance to speak
- state differing opinions in a respectful manner
- speak to all members of the group
- use effective listening practices
- avoid being too personal
- express likes and dislikes sensitively
- avoid confrontation and argument
- be considerate of people joining the group after conversation has begun
- speak in a clear voice that can be heard by everyone present
- avoid repeating ideas needlessly, but try to tie others' ideas into comments already made.

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