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Listening and writing activities in teaching *mavzusida yozgan*

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INTRODUCTION

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improvement of foreign language learning system”.¹ It is noted that in the framework of the Law of the Republic of Uzbekistan “On education” and the National Program for Training in the country, a comprehensive foreign languages’ teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. During the years of independence, over 51.7 thousand teachers of foreign languages graduated from universities, and English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories.

However, analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required.

According to the decree, starting from 2013/2014 school year foreign languages, mainly English, gradually throughout the country will be taught from the first of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade).

¹ Karimov.I.A., “On measures to further improvement of foreign language learning system” O’zbekistan today December 10, 2012.

Also it is envisaged that university modules, especially in technical and international areas, will be offered in English and other foreign languages at higher education institutions.

The State Testing Centre, along with other relevant agencies, is tasked with preparing draft proposals on introducing foreign languages testing to the entrance examinations for all higher educational institutions.

In order to increase teaching standards in distant rural areas, the higher educational institutions are allowed targeted admission of people living in distant areas to foreign language programs on the condition that they will oblige themselves to work in the acquired specialty at their residence area for at least 5 years after graduation. The decree also envisages 30% salary increase for foreign language teachers in rural areas, 15% increase for those in other areas.

At present great importance is attached to the study and teaching of foreign languages. No doubt, it happens not without purpose. Our research work is devoted to the role of teaching listening and writing activities in language learning. As we know, listening, speaking, writing and reading skills have a significant place in language programs today. That is why it is necessary to improve the current situation and to provide Uzbek school pupils with all the necessary conditions for the access to this amazing world of foreign languages.

Actuality of the work. Courses in listening and writing skills have a prominent place in language programs around the world today. Ever-growing needs for fluency in English around the world because of the role of English as the world's international language have given priority to finding more effective ways to teach English. It is therefore timely to review what our current assumptions and practices are concerning the teaching of these crucial language skills. Our understanding of the nature of listening and writing has undergone considerable changes in recent years. The researcher always wants to explore some of those changes and their implications for classroom teaching. This is the actuality of qualification work.

The investigation of the work Listening and writing are such good activities to increase pupils' mastery of English. Learning basic writing and listening skills at school is a key to building upon those skills in high school and college. Many scientists investigated on these activities. For instance, Anderson.A, T.Lynch, Brown.G, G.Yule, Howat.A, J.Dakin, Penny Ur, Willis.J, Thorson.H, Wessels and Fan Yagang, Allan. M, Alderson, J.C. and Urquhart, A.H, Anderson, Brownwell.J, Emmert.P, King.M, David Nunan, Rost.M, Hedge.T, J. R. Benson and P.Voller. They gave their ideas and conclusions about these themes.

The basic purpose of qualification paper is to learn and analyze the role and place of teaching Writing and Listening in foreign language activities.

The following tasks are considered to reach the aim:

- to see teaching listening activities in language learning
- to analyze difficulties and solutions in listening comprehension
- to identify teaching Writing at grade 3-4 (EFL)
- to find out importance of teaching writing at school
- to be aware of types of classroom listening and writing performance
- to study process of listening and writing activities during the lesson
- to search developing pupils' listening and writing skills by using modern methods

Theoretical and practical value of the work The materials of the qualification work may be used in Foreign Language Teaching in secondary schools, academic lyceums, professional colleges and higher education.

The novelty of our work is effective usage of listening and writing activities at the process of teaching English as a Foreign Language.

The construction of the work The work consists of introduction, II chapter, conclusion; the list of used literature, used journals, total volume of the work is 64 pages.

Chapter I. Significant role of activities in the classroom

The learning process has to be successful in order to make an engagement between the pupils and the language, actually is quite difficult to find how active pupils are in the learning process and how thoroughly they take responsibility for knowledge construction have been linked to learning, to favorable learning experiences, and to pupils' attitudes. The truth is that as secondary school teachers we have to deal with pupils that are passing into a various stages, so we must attract them into our subject, especially foreign language, in this case: English. The majority of those pupils are always complaining about the lack of ideas into the classroom, they said that it is implemented the same routine without allow any creative idea. Pupils engaged in active, deep learning are not passively taking in information from instructors but are reading, writing, discussing, and problem solving. Active learning may be either self-directed or group-directed and is a process consistent with the social constructivist approach in higher learning. Even it is important to establish that according to the official program we must follow a communicative approach, which refers to use activities that must emphasize develop skills into their context.²

The effective way to make a learner proficient in English is to develop all the four basic language skills- listening, reading, speaking and writing. Listening and reading are the receptive skills and work as an input for the learners and gradually prepare the learners for the productive skills, speaking and writing. Also teachers must have to apply the constructivism methodology and obviously, that allows to pupils to construct their own knowledge. The social constructivist approach maintains that knowledge is constructed as one interacts with one's environments through processes of discourse, negotiation, and consensus building. To make each pupil an active player in the learning process, an environment must be created in which there are opportunities for pupils to join in doing tasks. In- and

²Bax S., Principles for Evaluating Teacher Development Activities, ELT Journal, 1995, 49/3 p. 268.

out-of-class exercises that include problems for solving or questions for answering are important for prompting pupils to use language cognitively and develop thinking skills. English class is used to be as communicative as possible because teaching English is not only about understanding the grammar but also how to apply it in the real world. In some cases, pupils like to work independently. They tend to be more comfortable with their own opinion when doing the tasks or exercises.

Giving the assessment as the evaluation of the lesson is very important. Teachers should know their pupils' ability and in which point pupils may find the learning problem. Teachers usually give many individual exercises to measure pupils' understanding level of the lesson that they taught.

In some countries, Teaching English as a Foreign Language (TEFL) teacher may usually use an extra-exercise book (non-textbook) intended for individual work. This book which is mostly known as pupils' worksheet is written based on the related textbook. This book doesn't support interaction between pupils and teachers or pupils to pupils. It's mere an exercises that mostly presents multiple choices as the main assessment.

Actually, the learner-centered approach to improve learners' communicative competence has been adopted by some language teachers. Group work, one of the most important class activities for developing pupils' communicative ability, is gradually being applied to teach English as a foreign language (EFL). Group work is very useful for TEFL classroom. It helps the learners to involve into various interaction types and support a more conducive and cooperative class.

When pupils work in group, they seem to lose their pressure of the listening to full explanation of the teachers. Moreover, they can boost their communication experience and share their opinions to reach a final solution. It is a simple forum for pupils to solve a problem with their own perspective. Group work helps pupils to improve their cognitive and affective aspects.

1.1. Teaching listening activities in language learning

Globalization has given rise to English as a global language and learning it has become inevitable to communicate with the world. In many countries English is the second language and it is a compulsory subject in our curriculum from the elementary level. In our country, from this year English lessons are taught from grade 1, they can achieve fluency and accuracy in English which nowadays is pre-requisite for higher studies, getting a decent job and above all for business. As we say above the effective way to make a learner proficient in English is to develop all the four basic language skills- listening, reading, speaking and writing.

Auding or listening comprehension is difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they, cannot do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding. When auding foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting.

First of all, teachers should understand listening as a complex interactive process in which meaning is being attached to sound and two-way communication is being achieved. In order to foster development of listening skills, teachers should include in their lessons a variety of listening activities. These activities should focus on developing micro skills such as retaining language chunks in short-term memory, discriminating among the English sounds, recognizing English stress patterns, reduced forms, and grammatical word classes, patterns, systems and rules. Listening micro skills also involve distinguishing word boundaries and interpreting word order patterns, processing speech at different speeds of delivery,

detecting sentence components, recognizing cohesive devices and communicative functions, developing listening strategies and using nonverbal clues to understand meaning.

Activities that support development of these micro skills in young learners are songs, chants, role plays and drama, because they provide authentic language and real-world context that make language learning meaningful, motivating and useful. Arnold emphasizes: "...the delicacy of choosing appropriate materials for listening activities caused by the fact that such materials need to have an authentic meaning to learners".³ Davanellos argues that songs have a great teaching potential because they provide examples of everyday language and present the natural opportunity for meaningful repetition. That is why learner classes have a variety of fun songs and chants that help pupils learn vocabulary and grammar while improving their oral skills.

Listening strategies are found to be very important for pupils, especially intelligent guessing' like predicting, guessing from context and recognizing discourse patterns and markers. Shin points out that: "...building strategies that help pupils improve their listening comprehension beyond the classroom" is of paramount importance".⁴ Listening strategies can be developed by encouraging pupils to guess from context and supporting their listening comprehension by using visuals, mime and facial expressions. Demonstrating language by using regalia in contexts that are of interest to pupils or personalizing a context can also be effective. Total Physical Response (TPR) activities have the power to immediately tell the teacher how successfully children have understood commands because children have to respond to them physically. A very useful and engaging listening activity can be related to teacher's instructions for making an origami (paper folding) object; it can be a very simple one, but its potential for developing listening skill and engaging all children is great. Other ways of checking listening comprehension of learners involve choosing, transferring information, answering

³Arnold.W., "Listening for young learners", "Teaching English" 2005, Retrieved February 10, 2012, p. 210.

⁴Shin.J., K Unit 6: "Teaching Listening" 2011[PDF document], Retrieved February 10, 2012, pp. 46-48.

questions, condensing or extending the heard utterances. Drawing on Brown, Shin argues that: “Teachers should focus on developing both bottom-up and top-down listening strategies, the former being engaged in processing the message from sounds to words and sentence structure, while the latter employ the schemata (background knowledge) to grasp meaning. Top-down means using our prior knowledge and experiences; bottom-up processing means using the information we have about sounds, word meanings, and discourse markers to assemble our understanding of what is heard one step at a time”. Teachers should keep in mind that by consistently using English as a medium of communication in the classroom, they will help children to naturally develop their listening comprehension”.⁵

Listening is the ability to identify and understand what others are saying. It involves understanding a speaker's accent or pronunciation, his/her grammar and vocabulary, and grasping his meaning. Skilful listener is capable of doing these things simultaneously. They are:

- predicting what people are going to talk about
- guessing at unknown words or phrases without panic
- using one's own knowledge of the subject to help one understand
- identifying relevant points; rejecting irrelevant information
- retaining relevant points (note-taking, summarizing)
- recognizing discourse markers, e. g, Well; Oh, another thing is; Now, finally; etc.
- recognizing cohesive devices, e. g, such as and which, including linking words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress, etc, which give clues to meaning and social setting
- understanding inferred information, e. g , speakers' attitude or intentions.

⁵Brown.G., “Listening to Spoken English”, London; Longman Press, 1992, pp. 70-80.

According to Arnold: "...listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education-their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically".⁶

Listening is a receptive skill, and receptive skills give the way to productive skills. If our pupils produce something, the teaching will be more communicative. It brings us to the most of integrating language skills. There are two reasons for using integrating activities in language classrooms:

1. To practice and extend the pupils' use of a certain language structure or function
2. To develop the pupils' ability in the use of two or more of the skills within real contexts and communicative frame work.

Integrated activities, on the other hand, provide a variety in the classroom and thus maintain motivation and allow the recycling and revision of language which has already been taught separately in each skill. How can we be certain that listening experiences will become more productive? Willis tells us to distinguish the four levels existing in listening to the radio or recordings:

- Level 1. This mood is listening. Here, the sound remains in the background - there is usually limited comprehension, and, indeed, limited attention. One becomes directly aware of sounds only when they stop. Nevertheless, a certain amount of learning may take place.
- Level 2. Here the purpose is relaxation, escape, getting your mind off something rather than on it. The material is comprehended but usually not analyzed for its value. This listening may result in useful ideas, but they are usually peripheral or accidental.

⁶Arnold. W., "Listening for young learners", "Teaching English" London, 2005, Retrieved February 10, 2012, p. 88.

- Level 3. On this level, answers are sought as a key to action. One listens to weather reports, traffic information from a plane-temporarily useful but what we might call forgettable transient information. This form of listening does not require long, sustained concentration.

- Level 4. This is the stage of analytical and critical listening. The listener not only seeks a serious answer to a serious question but evaluates the quality of the answer. Round-table discussions, serious listening to talks, spirited conversation, and symphonic music are at the fourth level. At this stage, listening to music is in the foreground of attention not in the background as on previous levels.⁷

It is listening on the fourth level that primarily concerns us in our teaching. Such listening may add an emotional and dramatic quality. Radio and recordings highlight the importance of listening. Listening is as active as speaking (the other receptive skill), and in some ways even more difficult. It well requires attention, thought, interpretation, and imagination. To improve our learners' listening skills we should let them:

1. Adopt a positive attitude
2. Be responsive
3. Shut out distractions
4. Listen for the speaker's purpose
5. Look for the signals of what is to come
6. Look for summaries of what has gone before
7. Evaluate the supporting materials
8. Look for non-verbal clues

We can call listening is a decoding making sense of the message process. Each short stretch of meaningful material which is read or heard has to be;

- (I) recognized as meaningful and understood on perception

⁷Willis. J., "Teaching English through English", London; Longman, 1981, pp. 33- 40.

- (II) held in the short term memory long enough to be decoded
- (III) related to what has gone before and what follows.

Out of this process come pieces of information which can be stored in the long term memory for recall later. All these factors improve our teaching skills and our learners' knowledge in learning language.

In this part of qualification paper we have learnt different opinion of scientists such as G. Brown, Brewster Ellis, Girard Lund, Ibid, Howatt Dakin, J. Willis, D. Schuller, Austin Shrope, Abbott and Arnold Wingard about complex interactive process of listening and activities that support development of this skill, about listening strategies and ways of it is development, while listening what main things the listener should pay his attention, the importance of teaching listening activity and reasons for using this activity in language classes, about levels existing in listening and about ways of improvement our learners' listening skills. All these factors improve our teaching skills and our learners' knowledge in learning language.

1.2. Difficulties and Solutions in listening comprehension

In teaching listening comprehension we must be careful not to go to extremes, either by being concerned too exclusively with theories without thinking about their application to teaching, or by obstinately following frozen routines—opening the textbook and explaining new words, playing the tape recorder, and asking/answering questions. It is essential for a teacher to have an overall understanding of what listening is, why it is difficult for foreign-language learners, and what some solutions may be. The vital question is how to bridge the gap between an analysis of listening and actual classroom teaching.

Listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. As for foreign language learning, listening is of paramount importance since it provides the language input. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved. As for that, language learners, especially those who learn English as a foreign language in a non-native setting, find it difficult to acquire good listening skill.

Listening plays an important role in second language instruction for several reasons. If we cannot hear it well we will find it hard to communicate. In fact, pupils often take the wrong way when listening and it leads them to the poor result. It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively. Thus, in order to help pupils get improved with their listening skill, it is needed finding out their listening problems which cause difficulties to them. According to Fan Yagang: "...the problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting. Furthermore, a number of researches have been carried out to pick out the problem in listening. The problems were believed to be caused by the speech rate, vocabulary

and pronunciation.⁸ Flowerdew and Miller assumed that: "...the problems of the pupils were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. As Nguyen Ngoan stated in his article "listening to VOA: advantages, problems and solutions" the pupils have to face these three problems. First of all, the pupils find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which makes the pupils feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents".⁹

The evidence that shows why listening is difficult comes mainly from four sources: the message to be listened to, the speaker, the listener, and the physical setting. We explain followings:

The Message - Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes. The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situations unfamiliar to the pupil. Also, in a spontaneous conversation speakers frequently change topics.

In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer's questions, an everyday conversation, etc. Messages on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

⁸Yagang.F., "Listening: Problems and Solutions", In Kral (ed). 1993, January, pp. 189-196.

⁹Flowerdew.J. and Miller.L., "Pupils' perceptions, problems and strategies in second language lecture comprehension", 1996, RELC Journal 23 (2), pp. 60-80.

If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as stuff for material, guy for man, etc., as well as slang. Pupils who have been exposed mainly to formal or bookish English may not be familiar with these expressions.

In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.

The Speaker - Ur points out that: "In ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as I mean or you know".¹⁰ This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the pupils' level. It may make it more difficult for beginners to understand what the speaker is saying; on the other hand, it may give advanced pupils more time to "tune in" to the speaker's voice and speech style. Learners tend to be used to their teacher's accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents.

Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Pupils used to the former kinds of listening material may sometimes find the latter difficult to understand.

The Listener - Foreign-language pupils are not familiar enough with clichés and collocations in English to predict a missing word or phrase. They cannot, for example, be expected to know that rosy often collocates with cheeks or to predict

¹⁰Ur Penny., "Teaching English as a Second or Foreign Language", Cambridge; Cambridge University Press, 1984, pp. 55-65.

the last word will be something like rage when they hear the phrase he was in a towering. This is a major problem for pupil. Lack of socio cultural, factual and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture.¹¹

Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for pupils to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

Physical Setting -Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage.

Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning. Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.

Certain features of the message and the speaker, for instance, are inevitable. But this does not mean that the teacher can do nothing about them. She/he can at least provide the pupils with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies. Here are a few helpful ideas:

The Message

1. Grade listening materials according to the pupils' level, and provide authentic materials rather than idealized, filtered samples. It is true that natural speech is hard to grade and it is difficult for pupils to identify the different voices and cope with frequent overlaps. Nevertheless, the materials should progress step by step from semi-authenticity that displays most of the linguistic features of

¹¹ Anderson A. and Lynch T., "Listening: Problems and Solutions", Oxford University Press. London, 1988, p. 22.

natural speech to total authenticity, because the final aim is to understand natural speech in real life.

2. Design task-oriented exercises to engage the pupils' interest and help them learn listening skills subconsciously. Ur has said: "Listening exercises are the most effective if they are constructed round a task. That is to say, the pupils are required to do something in response to what they hear that will demonstrate their understanding".¹² She has suggested some such tasks: expressing agreement or disagreement, taking notes, marking a picture or diagram according to instructions, and answering questions. Compared with traditional multiple-choice questions, task-based exercises have an obvious advantage: they not only test the pupils' listening comprehension but also encourage them to use different kinds of listening skills and strategies to reach their destination in an active way.

3. Provide pupils with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, and so on.

Brown and Yule categorize spoken texts into three broad types: static, dynamic, and abstract. Texts that describe objects or give instructions are static texts; those that tell a story or recount an incident are dynamic texts; those that focus on someone's ideas and beliefs rather than on concrete objects are abstract texts. Brown and Yule suggest that the three types of input should be provided according to the difficulties they present and the pupils' level. They draw a figure, in which difficulty increases from left to right, and, within any one type of input, complexity increases from top to bottom.¹³

4. Try to find visual aids or draw pictures and diagrams associated with the listening topics to help pupils guess or imagine actively.

The Speaker

¹²Ur Penny., "Teaching English as a Second or Foreign Language", Cambridge University Press. Cambridge, 1984, pp. 43- 44.

¹³Brown.G. and G. Yule., "Teaching the spoken language", Cambridge University Press. Cambridge, 1983, p. 88.

1. Give practice in liaisons and elisions in order to help pupils get used to the acoustic forms of rapid natural speech. It is useful to find rapidly uttered colloquial collocations and ask pupils to imitate native speakers' pronunciation.

2. Make pupils aware of different native-speaker accents. Of course, strong regional accents are not suitable for training in listening, but in spontaneous conversation native speakers do have certain accents. Moreover, the American accent is quite different from the British and Australian. Therefore, it is necessary to let pupils deal with different accents, especially in extensive listening.

3. Select short, simple listening texts with little redundancy for lower-level pupils and complicated authentic materials with more redundancy for advanced learners. It has been reported that elementary-level pupils are not capable of interpreting extra information in the redundant messages, whereas advanced listeners may benefit from messages being expanded, paraphrased.¹⁴

The Listener

1. Provide background knowledge and linguistic knowledge, such as complex sentence structures and colloquial words and expressions, as needed.

2. Give, and try to get, as much feedback as possible. Throughout the course the teacher should bridge the gap between input and pupils' response and between the teacher's feedback and pupils' reaction in order to keep activities purposeful. It is important for the listening-class teacher to give pupils immediate feedback on their performance. This not only promotes error correction but also provides encouragement. It can help pupils develop confidence in their ability to deal with listening problems. Pupil feedback can help the teacher judge where the class is going and how it should be guided.

3. Help pupils develop the skills of listening with anticipation, listening for specific information, listening for gist, interpretation and inference, listening for intended meaning, listening for attitude, etc., by providing varied tasks and exercises at different levels with different focuses.

¹⁴Chaudron.C., Foreign talk in the classroom-An aid to learning, In Classroom oriented research in second language acquisition, 1983 (ed). H. Seliger and M. H. Long Rowley, Mass; Newbury House,p. 114.

Teaching listening to pupils is a demanding and responsible task for the teachers. However, if the teachers understand pupil's needs for developing listening micro skills and strategies, for having opportunities to use language in meaningful communication, and for engaging in a variety of listening and speaking activities that are fun, interesting and meaningful, they will help pupils build a very solid foundation for language acquisition.

1.3. Teaching writing at grade 3 - 4 (EFL)

Writing as a skill is very important in teaching and learning a foreign language. It helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation; speaking, and reading. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrases and sentences) in pupils' memory, thus producing a powerful effect on their mind.

We don't teach writing skill to young children, because they don't master this skill even in their native language. Most school experiments shows that a child shouldn't be taught writing and reading before he is literate in his mother tongue. So we must start teaching writing from grade 3 – 4(EFL).

Since writing is a complicated skill it should be developed through the formation of habits such as:

- (1)The habit of writing letters of the English alphabet;
- (2)The habit of converting speech sounds into their symbols — letters and letter combinations;
- (3)The habit of correct spelling of words, phrases, and sentences;
- (4) The habit of writing various exercises which lead pupils to expressing their thoughts in connection with the task set.

In some schools, pupils have creative writing classes where they get the chance for free writing. The objective behind it is to make the pupils independent and activate their thought process. From teachers' side it is important to select the right lesson and design it according to the age of group. If the pupils do not like the lesson, the whole class will be unproductive. Teachers have to take care of pupils' motivation, their level of writing and preferred way of learning before preparing any task. It is difficult to draw pupils' attention and keep it focused for longer time. For doing this a teacher has to follow some teaching methods as well as teaching techniques to facilitate effective learning. To develop qualification work, we will try to look at the theories of teaching and learning writing, how learners can be

motivated in class, and how a teacher can help the pupils to develop the writing skill.

Writing is an integral skill of successful second language learning. McDonough and Shaw defined writing as a vehicle for language practice and further added that it attempts to communicate with the writer's ideas and thought. Pupils have to go through a structured process of writing. In classroom, writing activities can be done in-group or individually. According to pupils' level teachers can design the writing task. McDonough and Shaw have stated that: "...a process of writing according to which teachers should guide the pupils – gathering ideas, working on drafts and preparing final version that will establish a collaborative and interactive framework. To make the process fruitful teacher should make the pupils motivated".¹⁵

For learning or teaching second language to pupils, motivation is an important factor to achieve success. Various studies have shown that motivation is strongly related to achievement in language learning. Naiman, author of a classic study of successful language learning, defined certain typical characteristics of motivated second language learners irrespective of their age. Some of these are:

1. Positive task orientation: Learner is willing to tackle tasks and challenges, and has confidence in his or her success.
2. Ego involvement: The learner finds it important to succeed in learning in order to maintain and promote his or her own self-image.
3. Need for achievement: The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
4. High aspiration: The learner is ambitious, goes for demanding challenges, high proficiency, and top grades.¹⁶

Besides motivation, young learners have other learning strategies that teachers have to consider while teaching. Teachers' duty is to identify specific learning strategies what a group of learners or individual learners already have and

¹⁵Hyland Ken., "Second Language Writing", Cambridge University Press. 2003, pp. 210218.

¹⁶ Ur Penny., "A Course in Language Teaching: Practice and Theory"(ed), Cambridge University Press. 2005, p.275.

at the same time help them to adopt different strategies. According to Vivian Cook there are some good learning strategies:

1. Find a learning style that suits you
2. Involve yourself in the language learning process
3. Develop an awareness of language both as system and as communication
4. Pay constant attention to expanding your language knowledge.

The process of learning second language should be initiated at an early age as it is proved that young learners are better learners than adult learners. Cook claimed: "People who start learning English as an adult never managed to learn it properly and other who earns it as a child is indistinguishable from the natives",¹⁷ which supports Lenneberg's critical period hypothesis theory.

Ur suggested: "...for schoolchildren learning a foreign language will be well only if the teacher find a way to activate and encourage their desire to invest effort in the learning activity. For young learners extrinsic or instrumental motivation works well where teachers play a vital role and they need to focus on the nature of motivation pupils have". Penny Ur has found some sources of extrinsic motivation that works for pupils while learning second language. Some are discussed below:

Success and its rewards: This is the single most important feature in rising extrinsic motivation. Learners who have succeeded in past tasks will be more willing to engage with the next one.

Tests: The motivating power of tests appears clear; learners who know they are going to be tested on specific material next week will normally be more motivated to study it carefully.

Competition: Learners will often be motivated to give their best not for the sake of learning itself but in order to bear their opponents in a competition. Penny Ur has done a research on how a pupil's age influences language learning. Assumptions made by her are given below:

¹⁷Cook Vivian., "Second Language and Language Teaching", Oxford University Press. 1996, p. 106.

Young children learn languages better than the older ones; foreign language learning in school should be started at an early age as possible; it is easier to interest and motivate children than adults.¹⁸

As writing is a productive skill, picture is the most effective source, which is mainly visual stimulus to motivate young learners for teaching writing. Andrew Wright pointed out some important role that: "...pictures play to help the teachers to teach writing. According to him picture can motivate learners to pay attention and take part in the lesson, it brings the context of any situation through which they can express their ideas, and most importantly pictures can be described in many ways that will develop pupils' writing and organization skill as well".¹⁹ Furthermore, teachers can give a choice to the pupils so that they can choose their own topics. Before setting the task for elementary level pupils, according to Jeremy Harmer: "Teacher should make it sure that pupils have enough language competencies to complete the task". At the same time teachers should be alert while checking the task. If teachers do excessive correction in elementary level, it may have a negative impact. Harmer also points out: "Overcorrection could have a demotivating effect on the pupils and suggests, teachers can tell the pupils that for a particular piece of writing they will correct mistakes of particular aspects of language like- grammar, punctuation, spelling or organization". From teaching writing to correcting it, the whole process is amalgamated which gradually develop the writing skill of second language learners.

¹⁸ Ur Penny., "A Course in Language Teaching: Practice and Theory" (ed), Cambridge University Press. 2005, pp. 278-286.

¹⁹ Wright Andrew., "Pictures for Language Learning " (ed), Cambridge University Press. 2003, p.256.

1.4. The importance of writing at school

Most people never consider the complexity and difficulty of the writing process. In fact, relative to all other activities, writing requires more basic skills than perhaps any other. Even during their earliest handwriting exercises, pupils must combine complex physical and cognitive processes to render letters precisely and fluidly. As writing tasks become more difficult, pupils must call on an increasingly wide range of skills to not only write legibly, logically, and in an organized way but also to invoke rules of grammar and syntax. This combination of requirements makes writing the most complex and difficult use of language.

Writing is an essential skill can benefit pupils for the rest of their lives. Introducing and practicing writing with engaging activities in elementary school can foster confidence and a lifelong love of writing. Immediately, writing skills are important for elementary pupils' continued learning in all academic areas, communication and self-expression.

Academic Development: In addition to improving penmanship, writing exercises in elementary school support development of critical thinking and problem-solving skills. Pupils also learn the writing process, from outline to finished product, which translates into other aspects of life and learning. For example, pupils can use planning and organizing, research and peer review to learn topics in mathematics and science make dinner or build a doghouse. Writing about the world is also important for vocabulary and reading development.

Emotional Development: Creative and reflective writing exercises build confidence and appreciation for writing. Through journals and personal story writing, children can discover their identities and work through real-life problems.

Social Development: Writing helps children connect to the world around them, both on and off the page. Since writing requires the pupil to consider audience and purpose, for example, practice can help the pupil apply the same considerations to verbal communication. The writing process, complete with peer review and feedback, allows pupils to learn from each other. Creating these

environments at a young age teaches pupils to both accept and deliver constructive criticism. Further, collaborative writing projects, such as creating a class newspaper, enables pupils to achieve writing goals together.

Technology: As children progress through their school years, they will need to be both literate and computer-literate to succeed. While the two skills complement each other, some computer tools, such as spelling and grammar checks, can inhibit developing writing skills. By writing with a keyboard, for example, pupils are not practicing handwriting. It is also important for pupils to know that these tools should supplement their own knowledge, not replace it, because even computers make mistakes.

This paper is about engaging pupils in writing class for successful learning. In this part we have focused on the teaching procedure to pupils for writing. To improve writing skill it needs practice and constant attention to learners who are sensitive towards learning. Teachers have to deal with them adroitly. In the elementary level, teachers play a vital role to develop writing skill. While checking the scripts teachers have to be lenient as because they are the only sources of motivation for the pupils. Learners' motivation plays prime role to engage the pupils into classroom activity which is the most challenging work for the teacher. Without writing skill, second language learning will remain incomplete and to ensure that pupils have to learn it.

Chapter II. Assigning and analyzing activities in the classroom

When we assign an activity in class, we are asking our pupils to do something with the language. For example, if we ask them to write a biography of their favorite singer, they will have to write several paragraphs, probably using the past simple tense and, if the singer is still alive, the present and future tenses too. This is one aspect of the activity. There is also another aspect, a cognitive one that has to do with the mental processing that is required to do the activity. It means that the pupils will be expected to interact with the input, select the relevant information, rank it, organize it, choose the right tenses and vocabulary, write the sentences, connect them into paragraphs, edit their work, and so on. The list of required actions may turn out to be quite long and complex, especially if the pupils are not familiar with the activity or if we add elements such as a time limit or group interaction. It is worth noting that working in groups is not necessarily easier if the pupils do not actually have the skills required to work in groups. Likewise, a time limit does not necessarily help the pupils get them organized more quickly, and it may well exert additional pressure. However, there is something else to consider in the nature of activities, besides the two aspects described above. We often tend to think that activities stand on themselves, but in reality, any activity – especially a communicative one – is generally part of a string of tasks. This means that there will be something that has to be done before and after it. We naturally want to assign activities which are challenging for our pupils. These are the kinds of activities that will help them develop, and they are the types of activities that pupils find most motivating. However, it is not enough simply to choose activities that are challenging. We must remember that the more challenging the activity, the more complex it may be in terms of both language and cognition, and we need to look at the context of that activity in terms of the things the pupils are required to do before and after it.

Our first step in deciding whether or not an activity is suitable should be to look at it more closely. Do the pupils have the tools to enjoy the challenge?

Notice the verb enjoys. We do not want situations that can be frustrating for both the pupils and the teacher. If the answer is no, we need to plan a sequence of activities that will pave the way towards what we want the pupils to do, giving them the tools to perform it. If the answer is yes, we still need to plan a sequence for revision purposes; it is important not to take the pupils' ability for granted. If we have a closer look at these sequences, we will see that they comprise activities of a smaller scale in comparison with our main activity, which may be placed right at the end of the string or halfway through it so that later on we can have additional activities that derive logically from it. The result will be a plan: a series of actions leading us towards our goal. Research proposes that challenging activities should mean challenging the activities we give our pupils rather than 'activities that are challenging'.²⁰

Teachers' intuition is generally reliable when it comes to deciding what is likely to be a challenging activity for their pupils. Our suggestion is to challenge each activity by analyzing it at its two levels and by questioning its independence from other activities in a sequence. If we do this, we will be more likely to produce lessons that progress smoothly and are well sequenced, enabling us to make the most of the activity that triggered the process.

²⁰ Scientific journal: ENGLISH TEACHING PROFESSIONALS, Issue 65 November 2009, p. 16.

2.1. Types of classroom listening and writing performance

Listening styles and skills vary depending on the type of classroom and level of pupils. As an educator, and as a pupil, it is important to understand the various types of listening that take place in the classroom. Listening is directly linked to how a pupil thinks and comprehends, and listening skills and styles can be taught. Now we will consider types of classroom listening and writing performances:

Types of Classroom Listening Performance

- | | |
|---------------|----------------|
| 1. Reactive | 4. Selective |
| 2. Intensive | 5. Extensive |
| 3. Responsive | 6. Interactive |

Reactive Listening requires little meaningful processing. This role of the listener as merely “tape recorder” must be very limited; otherwise the listener as a generator of meaning does not reach fruition. The only role that this performance can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.

Intensive Listening Techniques whose only focus is to focus on components (phonemes, words, intonation, discourse markers, etc.) of discourse, include bottom-up skills, refers to using the incoming input as the basis for understanding the message. Examples of intensive listening performance: Pupils listen for cues in certain choral or individual drills. The teacher repeats a word or sentence several times to “imprint” it in the pupil’s mind. The teacher asks pupils to listen to a sentence or a longer stretch of discourse and to notice a specified element, (e.g., intonation, stress, a contraction, a grammatical structure, etc).

Responsive Listening is a significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses. The pupils’ task in such listening is to process the teacher talk immediately and to fashion an appropriate reply.

Examples include: Asking questions

Giving commands

Seeking clarification

Checking comprehension

Selective Listening Task of the pupil is not to process everything that was said but rather to scan the material selectively for certain information. It requires field independence on the part of the listener.

Differ from intensive listening in that the discourse is in relatively long lengths. Examples of such discourse include: Speeches, media broadcasts, stories and anecdotes, conversation in which learners are eavesdroppers. Techniques promoting selective listening skills could ask pupils to listen for: people's names, dates, certain facts or events, location, situation, context, etc.

Extensive Listening could range from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose, aims to develop a top-down, global understanding of spoken language refers to the use of background knowledge in understanding the meaning of a message. It may require the pupil to invoke other interactive skills (e.g., note taking, discussion) for full comprehension.

Interactive Listening include all five of the above types as learners actively participate in discussions, debates, conversations, role-plays, and other pair and group work. Their listening performance must be intricately integrated with speaking skills in the authentic give and take of communicative interchange.²¹

Before pupils are invited to listen to the text the teacher should ensure that all the words and grammar are familiar to the pupils, otherwise language difficulties will prevent them from understanding the story. Thus, if there are some unfamiliar words, the teacher introduces them beforehand; he either puts them down on the blackboard with the mother tongue equivalents in the sequence they appear in the text, or he asks pupils to pronounce the words written on the blackboard if he plans a talk on the text afterwards, and pupils are to use these words in their speech.

²¹Hedge T., Teaching and learning in the language classroom, Oxford University Press, New York, 2001, p. 330.

Then the teacher should direct his pupils' attention to what they are going to listen to. This is of great importance for experiments' prove that if your aim is that your pupils should keep on talking on the text they have heard it stimulates their thinking and facilitates their comprehension of the text. The following tasks may be suggested to draw pupils' attention to what they are auding:

- Listen and try to grasp the main idea of the story. You will be asked questions later on.
- Listen and try to grasp the details. You will have to name them.
- Listen and make a plan of the story.
- Listen to the story and try to finish it (think of the end of the story).
- Listen to the story. You will ask questions on it afterwards.
- Listen to the text. You will retell it afterwards.
- Listen to the story. We shall have a discussion on it.

When pupils are ready to listen, the text can be read to them. If it is the teacher who reads or tells the story, he can help pupils to comprehend the text with gestures. If the text is recorded, a picture or pictures can facilitate comprehension. The pupils listen to the text once as is usually the case in real communication. Then the teacher checks their comprehension. If they have not understood it, they are told to listen to the text again. The teacher can use a dialogue to help pupils to understand the text after they have listened to the story for the first time, i. e., he may ask questions, make statements on the text for pupils to agree or reject them. Checking pupils' comprehension may be done in many ways depending on the stage of instruction, pupils' progress in the language, and other factors. In any case, however, it is necessary to proceed in order of complexity from mere recognition to reproduction. The procedure may be general questions, special questions. The teacher checks his pupils' com-wrong statements pretension only. Pupils' questions on the text making a plan telling the text according to the plan (it may be done in a chain-like way) reciting the text giving the gist of the text written reproduction of the text discussing the text.

The teacher checks pupils' comprehension and develops their speaking skills on the basis of the text heard. Skills in hearing must be built up gradually. The teacher begins with a story containing 3—4 sentences. He uses pictures, gestures to help pupils to understand it. Gradually, he can take longer sections and faster speeds with less visual help and in more difficult language. The teacher must bear in mind that careful grading in all these ways is of the most importance. Texts, stories to be read or recorded should be interesting and fairly easy.

Writing as a skill is very important in teaching and learning a foreign language. It helps pupils to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation; speaking, and reading. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrases and sentences) in pupils' memory, thus producing a powerful effect on their mind. Since writing is a complicated skill it should be developed through the formation of habits such as:

- (1) The habit of writing letters of the English alphabet;
- (2) The habit of converting speech sounds into their symbols — letters and letter combinations;
- (3) The habit of correct spelling of words, phrases, and sentences;
- (4) The habit of writing various exercises which lead pupils to expressing their thoughts in connection with the task set.

In forming writing habits the following factors are of great importance:

1. Auditory perception of a sound, a word, a phrase, or a sentence, i.e., proper hearing of a sound, a word, a phrase, or a sentence.
2. Articulation of a sound and pronunciation of a word, a phrase, and a sentence by the pupil who writes.
3. Visual perception of letters or letter combinations which stand for sounds.

Teaching writing should be based on such methodological principles as a conscious approach to forming and developing this skill, visualization and activity of pupils. Pupils learn to write letters, words, and sentences in the target language more successfully if they understand what they write, have good patterns to follow,

and make several attempts in writing a letter (a word, a sentence) until they are satisfied that the work is well done.

Whenever the teacher writes on the blackboard he gives some explanations as to how the letter is made, and then how the word is written. His pupils follow the movements of his hand trying to imitate them; they make similar movements with their-pens in the air, looking at the blackboard. The teacher asks pupils to write first the letter, then the word in their exercise-books. When pupils are writing he walks round looking at the work they are doing and giving help to the pupils who need it. Since habits are formed and developed through performing actions, pupils are told to practice in writing the letter and the word at home.

The teacher's handwriting and his skill in using the blackboard are of great importance. Children learn by imitating. Therefore the teacher's handwriting should be good enough to imitate. They usually write in the way the teacher does, so he must be-careful in the arrangement of the material on the blackboard because pupils will copy both what is written and how it is written.

While various genres of written texts abound, classroom writing performance is, by comparison, limited. Consider the following five major categories of classroom writing performance:

1. Imitative or writing down: At the beginning level of learning to write, pupils will simply "write down" English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Some forms of dictation fall into this category, although dictation can serve to teach and test higher-order processing as well. Dictations typically involve the following steps:

- a. Teacher reads a short paragraph once or twice at normal speed.
- b. Teacher reads the paragraph in short phrase units of three or four words each and each unit is followed by a pause.
- c. During the pause, pupils write exactly what they hear.
- d. Teacher then reads the whole paragraph once more at normal speed so pupils can check their writing.

e. Scoring of pupils' written work can utilize a number of rubrics for assigning points. Usually spelling and punctuation errors are not considered as severe as grammatical errors.

This type of dictation, as we know, is traditional dictation. With the development of the communicative approach, new types of dictation emerged such as running dictation, clapping dictation, coughing dictation.

In running dictation teacher divides pupils into group of three or four. Copies of the text must be equal to the groups and teacher sticks these copies on the blackboard. One pupil from each group comes to the blackboard and reads a sentence or two then runs to his group and dictate this sentence them. Other pupils of the group write dictated sentences in their notebook. This repeats till the text ends.

In clapping and coughing dictation teacher while dictating the text stops and claps or coughs losing a word. Pupils have to guess the word and continue writing.

Selecting texts for dictations is largely a teacher's decision based on the needs and abilities of a particular class. Classes of average ability should be given texts that are more or less at their level, with currently studied structures and vocabulary in order to reinforce them through dictation. Low level classes may require texts recycling old structures and unfamiliar vocabulary can be introduced through dictation.

Texts may come straight from textbooks or be modified from a textbook passage. Teachers can also use authentic source material such as selections from newspapers, magazines, fictions, poetry, letters, texts of emails and dialogues.

2. Intensive or controlled: Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises.

A common form of controlled writing is to present a paragraph to pupils in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense; in such a case, pupils may need to alter other time references in the paragraph.

Guided writing loosens the teacher's control but still offers a series of stimulators. For example, the teacher might get pupils to tell a story just viewed on a videotape by asking them a series of questions: Where does the story take place? Describe the principal character. What does he say to the woman in the car?

Yet another form of controlled writing is a dicto-comp. Here, a paragraph is read at normal speed, usually two or three times; then the teacher asks pupils to rewrite the paragraph to the best of their recollection of the reading. In one of several variations of the dicto-comp technique, the teacher, after reading the passage, puts key words from the paragraph, in sequence, on the blackboard as cues for the pupils.

3. Self-writing: A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where pupils take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on odd scraps of paper.

Diary or journal writing also falls into this category. However, in many circumstances a dialogue journal, in which a pupils records thoughts, feelings, and reactions and which an instructor reads and responds to, while ostensibly written for oneself, has two audiences.

4. Display writing: Writing within the school curricular context is a way of life. For all language pupils, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound ESL pupils, one of the academic skills that they need to master is a whole array of display writing techniques.

5. Real writing: While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages. The two categories of real and display writing are actually two ends of a continuum and in between the two extremes lay some combination of display and real writing. Three subcategories illustrate how reality can be injected:

a. Academic. The language Experience Approach gives groups of pupils' opportunities to convey genuine information to each other. Content-based instruction encourages the exchange of useful information, and some of this learning uses the written word. Group problem-solving tasks, especially those that relate to current issues and other personally relevant topics, may have a writing component in which information is genuinely sought and conveyed. Peer-editing work adds to what would otherwise be an audience of one (the instructor) and provides real writing opportunity. Pupils may exchange new information with each other and with the instructor.

b. Vocational/technical. Quite a variety of real writing can take place in classes of pupils studying English for advancement in their occupation. Real letters can be written; genuine directions for some operation or assembly might be given; and actual forms can be filled out. These possibilities are even greater in what has come to be called "English in the Workplace," where ESL is offered within companies and corporations.

c. Personal. In virtually any ESL class, diaries, letters, post cards, notes, personal messages, and other informal writing can take place, especially within the context of an interactive classroom. While certain tasks may be somewhat contrived, nevertheless the genuine exchange of information can happen.²²

²² David Nunan., "Teaching writing", 1991b:18, Chapter 19, p. 343.

2.2. Process of listening and writing during the lesson

Listening is more than merely hearing words. Listening is an active process by which pupils receive, construct meaning from, and respond to spoken or nonverbal messages. Listening skills are vital for our learners. Of the four skills, listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It is important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing our speaking speed, we can make our language easier to comprehend by simplifying our vocabulary, using shorter sentences, and increasing the number and length of pauses in our speech. There are many types of listening activities. Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions. To add more challenge, learners can continue a story text, solve a problem, perform a similar task with a classmate after listening to a model, or participate in real-time conversation. It is important for the teacher to provide numerous opportunities for pupils to practice listening skills and to become actively engaged in the listening process. The three phases of the listening process are: pre-listening, while- listening and post- listening.

Pre-listening: We prepare our learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then we provide any necessary background information and new vocabulary, they will need for the listening activity. Pupils need to understand that the:

“...act of listening requires not just hearing but also thinking, as well as a good deal of interest and information that both speaker and listener must have in common. Speaking and listening entail ... three components: the speaker, the listener, and the meaning to be shared; speaker, listener, and meaning form a unique triangle”²³.

While-Listening: We are specific about what our pupils need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, we tell them ahead of time what will be required afterward.

Post-Listening: We finish with an activity to extend the topic and help pupils remember new vocabulary. This could be a discussion group, craft project, writing task, game, etc.

The following ideas will help make our listening activities successful.

Noise - Reduce distractions and noise during the listening segment. We may need to close doors or windows or ask children in the room to be quiet for a few minutes.

Equipment - If we are using a cassette player, make sure it produces acceptable sound quality. A counter on the machine will aid tremendously in cueing up tapes.

Repetition –We read or play the text a total of 2-3 times. We tell pupils in advance we will repeat it. This will reduce their anxiety about not catching it all the first time. We can also ask them to listen for different information each time through.

Content - Unless our text is merely a list of items, we talk about the content as well as specific language used. The material should be interesting and appropriate for our class level in topic, speed, and vocabulary. We may need to explain reductions (like 'gonna' for 'going to') and fillers (like 'um' or 'uh-huh').

Recording our own tape – We write appropriate text and have another English speaker, we read it onto tape. We copy the recording three times so we don't need

²³King.M., "Language and school success: Access to meaning, Theory into Practice", 1984. 23 (3), Summer (p-177).

to rewind. The reader should not simply read three times, because pupils want to hear exact repetition of the pronunciation, intonation, and pace, not just the words.

Video - We can play a video clip with the sound off and ask pupils to make predictions about what dialog is taking place. Then we play it again with sound and discuss why they were right or wrong in their predictions. We can also play the sound without the video first, and show the video after pupils have guessed what is going on.

Homework - We give pupils a listening task to do between classes. We encourage them to listen to public announcements in airports, bus stations, supermarkets, etc. and try to write down what they heard. We tell them the telephone number of a cinema and ask them to write down the playing times of a specific movie. We give them a tape recording of ourselves with questions, dictation, or a worksheet to complete.

Writing is much more than just putting words on paper. By its very nature, writing is a series of forward and backward steps as writers think, reflect, revise, detour, start over, and repeat earlier steps. The job of teachers is to guide pupils through the process in order to help them become the best writers they can be. In order to give pupils the necessary skills, writing must be explicitly taught and given time. It cannot be just a few minutes here and there. Pupils may write quickly and freely in a quick write; but they also need to be deliberate and thoughtful as they produce an effective finished product. The writing process should be an ongoing cycle in every writing classroom. Pupils should be engaged in prewriting, drafting, revising, editing, and publishing. The process is not a linear step-by-step sequence, but rather a recursive process that pupils pass through at different rates, sometimes moving on and at other times revising earlier steps in the cycle. Pupils who experience the process will learn skills which enable them to produce polished pieces of writing.

“The writing process is how we translate ideas into written text. It starts with an idea and the need to develop it, communicate it to an audience, and preserve it. Every writer at every age and at every stage of development and proficiency goes through this process”.²⁴

Marcia S. Freeman

1. Prewriting: This is the planning stage. Pupils might brainstorm ideas, use a graphic organizer, use an outline, or even use writing prompt to get them started.

2. Drafting: This is what is commonly called the first draft or the rough draft. Pupils write their stories or nonfiction pieces while using their plans as guidance.

3. Revising and Editing: It's important that Pupils understand the difference between revising and editing. Revising is changing their writing to make it better. It might mean using better word choice, taking things out, or moving sentences and ideas around.

4. Editing is correcting errors such as spelling, punctuation, and grammar mistakes. Peer conferencing or conferencing with a teacher should happen before or during this stage. Teachers should employ wait time of 24 to 48 hours before asking pupils to edit a piece. A pupil should, “write hot and edit cold” so that pupils are truly reading the words on the page and not from their memories. Teachers should target specific skills in the editing stage such as capitalization of the first letter or commas in a series. Working on just one or couple skills prevents pupils from becoming overwhelmed.

²⁴Reid Joy. M., "Teaching ESL writing", London, (ed), House, 1993, pp. 9 - 10.

Editing Ideas

Capitalization	Handwriting	Sentence Fluency
Punctuation	Main Idea	Word Choice
Verb/Noun Tense	Quotations	Commas
Spelling	Organization	Paragraphing

5. Rewriting: This may be the final copy or it might require another trip through the revising, editing, and conferencing stage of the process. At a minimum, it should be edited again, since much of it may have been rewritten. When the writing is complete and has been checked for errors, it is ready for the last stage.

6. Publishing: Publishing doesn't have to be formal. It just means that it is presented in a way that it is complete and that others can now read it. In a classroom, it can mean typing it on the computer, posting it to a blog, adding it to a class book, or displaying it on the wall.²⁵

This paper reveals that since the objective of teaching English to school pupils is to enable the learners to use it as a means of communication, the work needs to be focused the two language skills—listening and writing. To achieve the goal, it is imperative for teacher to suit the materials, activities, and teaching techniques with the pupils' interest, needs, and language skills levels. In addition, the two language skills should be taught as separated things, because each language skill process enhances pupils' ability to use the others.

²⁵Englewood Cliffs, Zamel Vivan., "Writing: The process of discovering meaning", TESOL. 1982, Quarterly,pp. 195-209.

2.3. Developing pupils' listening and writing skills by using modern methods

Effective, modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Whether we are working with a large group of pupils or a small one, we can use any of the following examples to develop our methods for teaching pupils how to listen well.

Interpersonal Activities - One effective and nonthreatening way for pupils to develop stronger listening skills is through interpersonal activities, such as mock interviews and storytelling. Assign the pupils to small groups of two or three, and then give them a particular listening activity to accomplish. For example, we may have one pupil interview another for a job with a company or for an article in a newspaper. Even a storytelling activity, such as one that answers the question "What was your favorite movie from last year?" we can give pupils the opportunity to ask one another questions and then to practice active listening skills.

Group Activities - Larger group activities also serve as a helpful method for teaching listening skills to pupils. We can begin with a simple group activity. For the first part, we divide pupils into groups of five or larger and instruct them to learn one hobby or interest of at least two other group members. We encourage them to ask clarifying questions during the activity, and we may allow them to take notes if helpful. However, as time passes and their skills grow, we should limit pupils to only writing notes after the completion of the first part of the group activity. For the second part, have the pupils sit in a large circle, and then have each individual pupils share the name and the hobby or interest of the group members that she or he met. This second part of the group activity can also lend itself to additional listening exercises. For example, we may ask pupils to name a number of the hobbies and interests identified during the sharing session.

Audio Segment - We can also teach listening skills through audio segments of radio programs, online broadcasts, instructional lectures and other audio messages. We should model this interactive listening process in class with our pupils, and then instruct them to repeat the exercise on their own. First, we instruct pupils to prepare for listening by considering anything that they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the pupils to take notes if helpful. Once they have gained confidence and experience, we repeat this activity but instruct pupils to not take notes until the completion of the audio segment. We can use shorter or longer audio segments, and we can choose more accessible or more challenging material for this type of exercise.

Video Segments - Another helpful resource for teaching listening skills are video segments, including short sketches, cartoons, news programs, documentary films, interview segments, and dramatic and comedic material. As with audio segments, we select the portion and length of the video segment based on the skill level of our pupils. With our pupils, first watch the segment without any sound and discuss it together. We encourage the pupils to identify what they think will be the content of the segment. Then, we watch the segment again, this time with sound, allowing pupils to take notes if helpful for their skill level. After the completion of the video segment, we can have pupils write a brief summary of the segment, or we can take time to discuss as a group how the segment compares with the pupils' expectations.

Instructional Tips - Whatever method we use for teaching listening, keep a few key instructional tips in mind that will help both us and our pupils navigate the learning process. One, keep our expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep our directions accessible and build in opportunities for pupils not only to ask clarifying questions, but also to make mistakes. Three, we help pupils navigate their communication anxiety by developing activities appropriate

to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small.

Bruton argues that: “Pupils need to listen to prepare themselves for their future listening. They need to listen in order to know how to produce. The better pupils understand what they hear, the better they will take part in spoken interactions”.²⁶

Teaching how to write effectively is one of the most important life-long skills. When teaching writing, teachers must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their pupils learn to write. Writing is a life skill that improves with practice. Pupils begin learning to write at school and continue throughout their education. Learning basic writing skills at school is a key to building upon those skills in high school and college. Many schools offer best practices by using school-wide writing activities those skillful pupils to effectively learn to write and communicate ideas throughout their education.

Pictures / Slideshows - Visuals are a powerful way to provide context and background for any writing. Make sure to use attractive, stimulating and if possible “real” photos to prompt pupil writing. Pupils can describe a scene or they can describe a series of pictures from a slideshow. An excellent activity is to show a nice photo and get pupils to “guess” and write their guess in the form of the 5Ws. They answer all the 5w questions and then share their thoughts with the class. Show a picture and get pupils to write a story or use it as background for writing prompt. For example, Show a picture of a happy lottery winner. Ask pupils to write in their journal – If I won a million dollars I wouldThis is a much better way to “prompt” writing than simple script!

Journal Writing - Journal writing is one of the most important writing activities for self-expression. It is an essential building block for future success that gives pupils a chance to reflect upon experiences and express themselves. Children

²⁶Bruton.A., “Why listen”, English Language Teacher Professional Issue Two, January 1997, pp. 14-15.

learn to transfer their thoughts and feelings to paper while learning the value of writing. To accomplish this, children should find a comfortable spot, write at least once a week using various writing tools and be given control over what they create. Journaling opens up a world of creativity for children, allowing them to explore new concepts. Keeping a private journal at home enables children to express themselves without criticism or fear.

The Writing Process - The writing process is a series of steps followed to produce a piece of writing. The process helps to eliminate writer's block through prewriting exercises and build upon the piece through drafting, revising and editing several times before publishing the final piece. Step-by-step construction allows teachers to give feedback during each stage of the process, which helps pupils master the art of writing. Learning the writing process is crucial because it is a skill pupils will use far beyond the classroom.

Fun Writing Tips - Many pupils feel learning to write is a boring process, but engaging them in unique and fun writing activities encourages pupils to be creative and explore writing with interest. Because children are imaginative and curious, their participation in fun writing activities gives them a jump start to writing. Fun activities such as writing games or talking about fun experiences will keep them interested and motivated. For example, one child writes a sentence and then other pupils add a sentence and build the story until it is too funny or bizarre to continue or until the story is complete.²⁷

²⁷Christine Switzer., "Teaching English by using modern methods", Article posted in News on December 30th, London, 2011, p. 38.

Conclusion

The information in this work reveals that since the objective of teaching English to school pupil is to enable the learners to use it as a means of communication, the program needs to be focused the two language skills—listening and writing. To achieve the goal, it is imperative for teacher to suit the materials, activities, and teaching techniques with the pupils' interest, needs, and language skills, levels. In addition, the two language skills should be taught as separated things, because each language skill process enhances pupils' ability to use the others.

Activities that support development of these micro skills in young learners are songs, chants, role plays and drama, because they provide authentic language and real-world context that make language learning meaningful, motivating and useful.

In qualification paper we have learnt different opinions of scientists such as G. Brown, Byrnes.H, Emmert.P, King.M, ,Ibid, Cook Vivan, Dakin Willis, Rost.M, Austin Shrope, Abbott and Wingard about complex interactive process of listening and activities that support development of this skill, about listening strategies and ways of it is development, while listening what main things the listener should pay his attention, the importance of teaching listening activity and reasons for using this activity in language classes, about levels existing in listening and about ways of improvement our learners' listening skills. All these factors improve our teaching skills and our learners' knowledge in learning language.

Teaching listening to pupils is a demanding and responsible task for the teachers. However, if the teachers understand pupil's needs for developing listening micro skills and strategies, for having opportunities to use language in meaningful communication, and for engaging in a variety of listening and speaking activities that are fun, interesting and meaningful, they will help pupils build a very solid foundation for language acquisition.

With the help of writing pupils have a chance to increase their mastery of English? Since writing demands a lot of aspects, such as vocabulary, grammatical form of sentences, capitalization, punctuation and others. It is really effective for pupils to enhance their ability especially their skill in grammar and vocabulary.

This work is about engaging pupils in writing class for successful learning. To improve writing skill it needs practice and constant attention especially to young learners who are sensitive towards learning. Teachers have to deal with them adroitly. In the elementary level, teachers play a vital role to develop writing skill. While checking the scripts teachers have to be lenient as because they are the only sources of motivation for the young learners. Learners' motivation plays prime role to engage the pupils into classroom activity which is the most challenging work for the teacher. Whenever teachers provide positive feedback and support learners' ideas, it works greatly. Learners' self-esteem goes up automatically and they participate. In qualification work we have proposed some recommendations to improve the writing skill which are quite easily applicable in our classroom environment. Without writing skill second language learning will remain incomplete and to ensure that pupils have to learn it from grade 1.

Listening and writing skills have a prominent role in language learning. Listening is the ability to identify and understand what others are saying. Without listening skill no communication can be achieved. In order to foster development of listening skills, teachers should include in their lessons a variety of listening activities. These activities should focus on developing micro skills such as retaining language chunks in short-term memory, discriminating among the English sounds, recognizing English stress patterns, reduced forms, and grammatical word classes, patterns, systems and rules.

Effective, modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process than on the final product. Whether we are working with a large group of pupils or a small

one, we can use any examples to develop our own methods for teaching pupils how to listen well.

Teaching how to write effectively is one of the most important life-long skills teachers impart to their pupils. When teaching writing, teachers must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their pupils learn to write.

The trend of lowering the age of pupils to learn English in Uzbekistan and around the world as well has made the field of teaching English to young learners flourish. However, since the field of is relatively new, it is very dynamic. Therefore, it is very important for those involved in the field to find more helpful ideas for teaching English to young learners.

The ideas presented in this work are actually not a magic potion for solving all problems for teaching English to young learners. Some points of the ideas may work well for some pupils, and some other points work better for others.

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APENDIX1

ABBREVIATIONS

TEFL – Teaching English as a foreign language

EFL – English as a foreign language

ESL – English as a second language

TPR – Total Physical Response

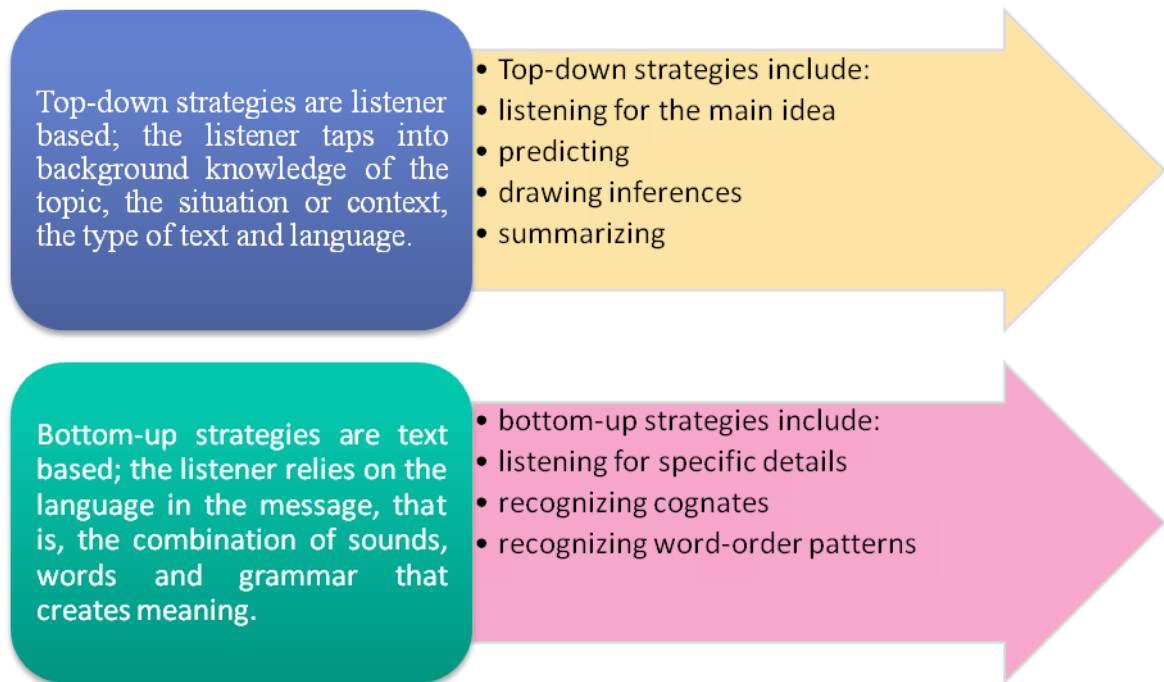
GLOSSARIES

1. Appreciation – favorable written assessment of a person or their work
2. Adroitly - skillful
3. Cliché – a comment that is very often made and is therefore not original and not interesting (sentence/expression)
4. Code – a set of symbols
5. Cognitive – connecting with thinking or conscious mental processes
6. Cue – sign, signals, symbols
7. Cursive – describing writing that is written which rounded letters which are joined together
8. Discourse – informal talking and communication
9. Distraction – feeling confused
10. Drill – exam, test, exercise
11. Eavesdropper – using the ears
12. Extempore – done or said without any preparation and thought
13. Extrinsic – coming from outside or not related to something
14. Framework – rules, principles
15. Inject – introduce something new
16. Input – the part that carries information to a machine or place where this is connected
17. Interlocutor – someone who is involved in a conversation (talker/speaker)
18. Liaison – communication between two people or groups who work with each other

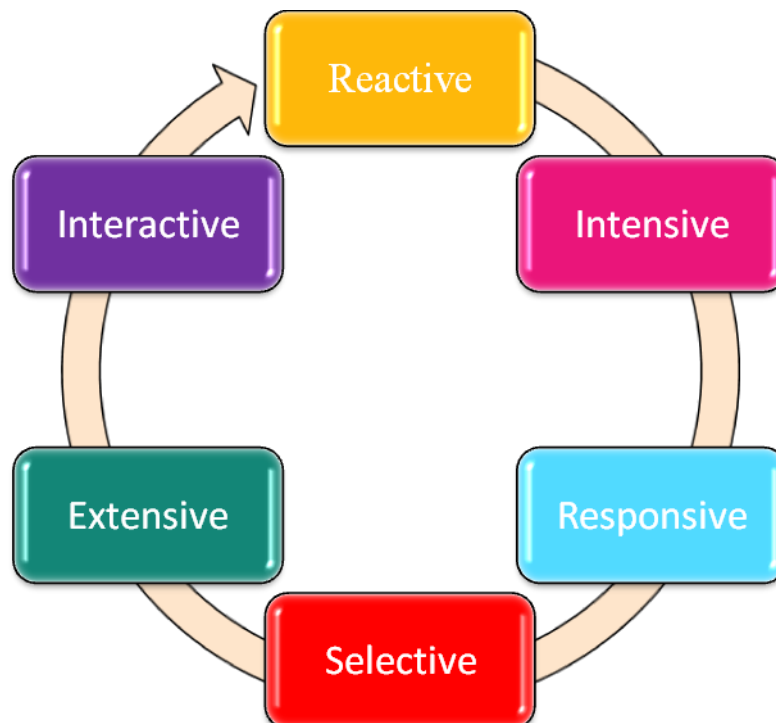
19. Overlap – if two or more activities, subjects or periods of time overlap, they have some parts which are the same
20. Peripheral – describing something that is not as important as something else
21. Rubrics – exams, tests, exercises
22. Tackle – to try to deal with someone or something
23. Target language – using another languages
24. Tautology – the unnecessary and usually unintentional use of two word to express one meaning
25. Tower – very high and making people feel respect

APENDIX2

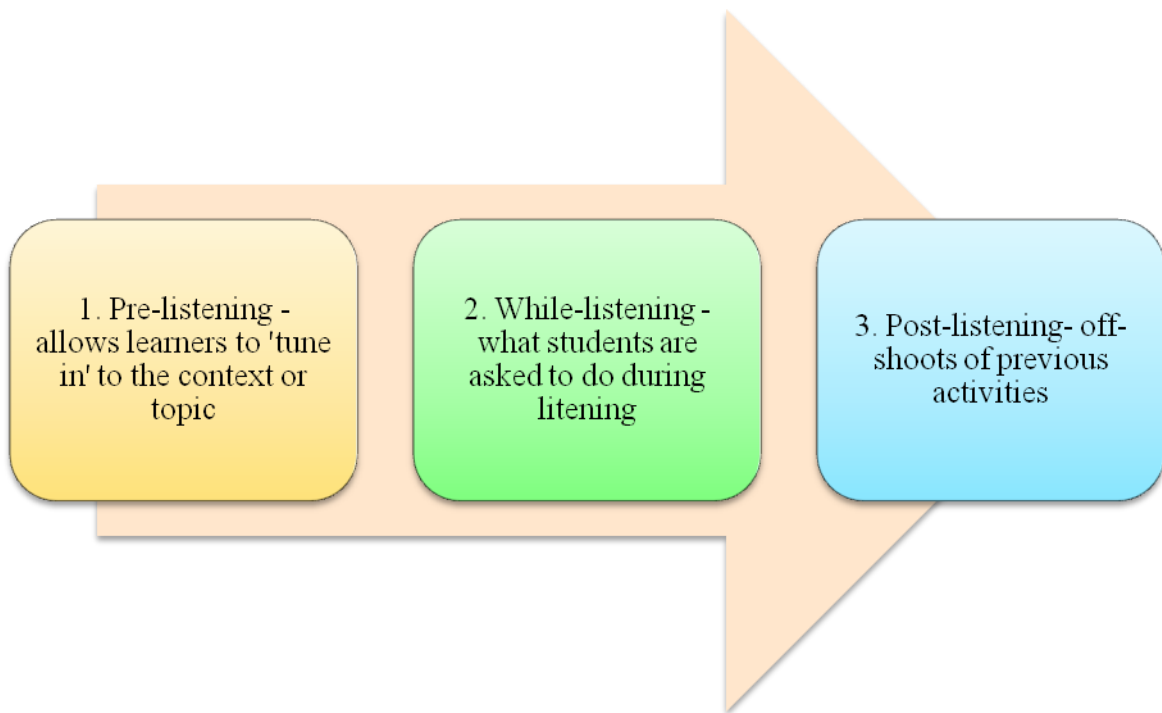
Strategies for developing listening skills



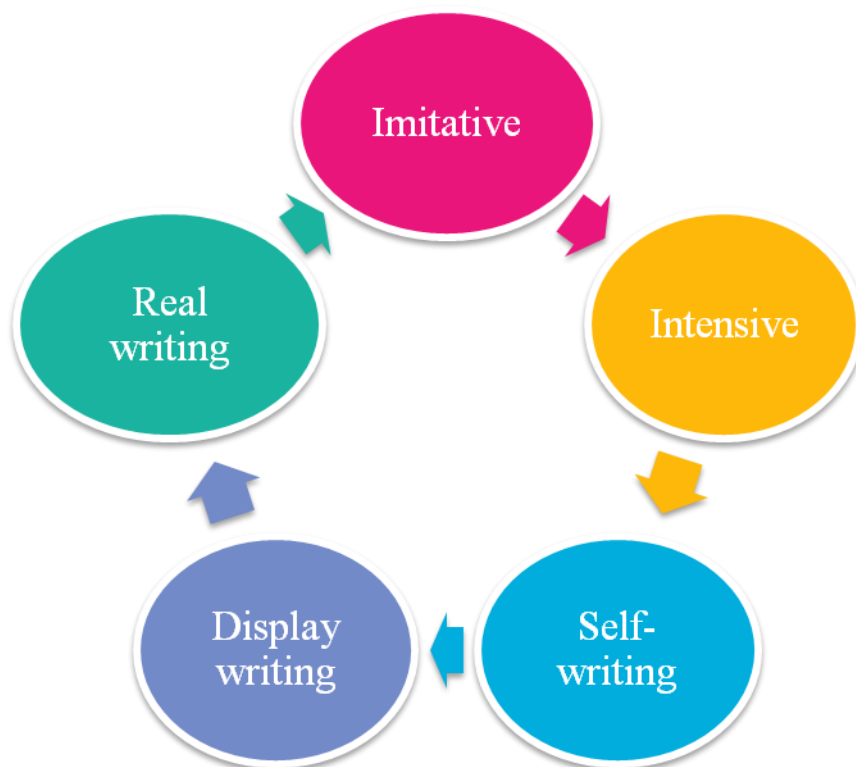
Types of classroom listening performance



Parts of a listening lesson



Types of classroom writing performance



The writing process at the lesson



Types of dictation writing



APPENDIX3

Listening activities at the lesson

Listening is a skill that many teachers overlook when teaching pupils. It is as important as speaking (communication is a two way street – there is a sender, “speaker” and a receiver, “listener”). It should be explicitly taught and developed. The following activities require very little preparation and extra material but are very beneficial and interesting to pupils. There is given various listening activities:

1. Warm -Up Activities
2. Listen - Draw
3. Listen - React
4. Listen - Correct
5. Listen - Answer
6. Listen - Retell

During the lesson we will do several activities modeling each type of listening exercise. Here are there:

1. Listening

Warm-Ups

A) Last One Standing. Listening is for specific words.

Chose the pupils their own favorite word from this box and write it on in big letters on a large piece of paper.

Love	million dollars	would
Monkey	store	buy
Pet	car	had

Now, pupils listen to the song. When they hear their word, stand up. If they hear it again, sit down. Last one standing wins!

C) Blablabla

Pupils listen to the teacher and ask “Excuse me, what did you say?” The teacher will reply with the right answer. Now it’s their turn!

They make sentences using the examples below (or their own). Find out what they said by replying with Who/What/Where/How/When/Which_____did you _____?

I love _____! I didn’t _____ today. I prefer _____ to apples. _____ hit me!

I have been to _____! I ate lunch at _____! I often _____! I can’t _____!

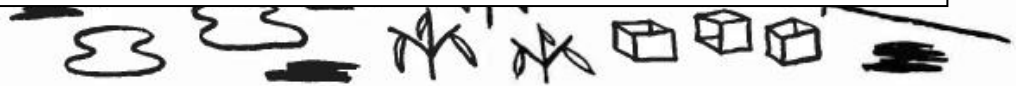
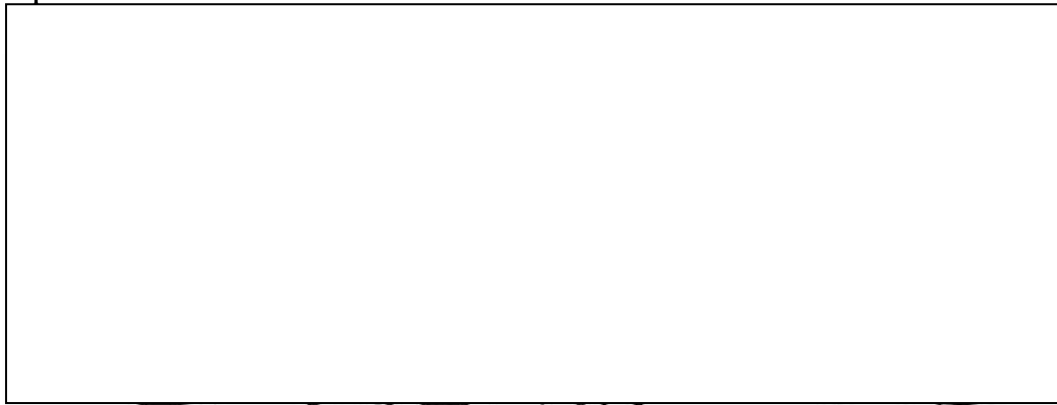
2. Listen and Draw

A) Draw the Picture.

The teacher has a picture in her/his hand. The pupils’ draw the picture as described. They compare with other pupils afterwards and check their drawing against the teacher’s. (See example 2A) Next, the pupils do the same as the teacher, in a small group or in pairs.

Listen and Draw

Example 2.A

















B) Describe the location and draw


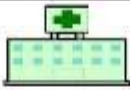











Pupils are given 2 grids with pictures in different places. They have to describe their grid and explain where each item is located. (See example 2C).

Example 2.C Where is it?

Pupils A

 elephant	 kangaroo		 fan	 bed
 hippo		 chicken		
	 penguin	 cook / chef		 kimchee
 milk		 stereo		 hair dryer
	 pizza		 sofa / couch	

Pupils B

 elephant		 hospital		
	 bicycle		 microwave	 guitar
 video camera			 turtle	 kimchi
	 beer		 christmas tree	
 lion		 ice cream cone		 plane

3. Listen and Correct

A) Read and react.

The teacher reads out a prepared script (pupil text). The pupils react by knocking or coughing when they hear a mistake! (See example3A).

Example 3A

They listen to this story and knock when they hear a mistake.

The **Four** Pigs

Once upon a time, long ago, there were **four** pigs. One day the father pig told them they had to leave the house and go build their own house. So out they went. The first pig came to a man selling **chocolate**. He bought the **chocolate** and built his house. That afternoon, a big bad wolf came and knocked on his door. The wolf said, “Open up or I’ll huff and I’ll puff and I’ll blow your **apartment** down!” The little pig didn’t open the door but ran away. The wolf huffed and puffed and blew the little pig’s **apartment** down.

The second pig was walking and saw a man selling sticks. He bought the sticks and built a **car**. That afternoon, the big bad wolf came and knocked on the door saying, “Open up or I’ll huff and I’ll puff and I’ll blow your **car** down!” The little pig didn’t open the door but **walked** away. The wolf huffed and puffed and blew the little pig’s **car** down.

The third pig saw a man selling bricks. He bought the bricks and built his house. The next morning, the big bad wolf came and **didn’t knock**. He said, “Open up or I’ll huff and I’ll puff and I’ll **eat** your house down!” The little pig didn’t open the door. The wolf huffed and puffed but couldn’t blow the pig’s house down! So he climbed on the roof and went **up** the chimney. However, the pig was cooking and he fell into a huge pot and was cooked for dinner. The **start**.

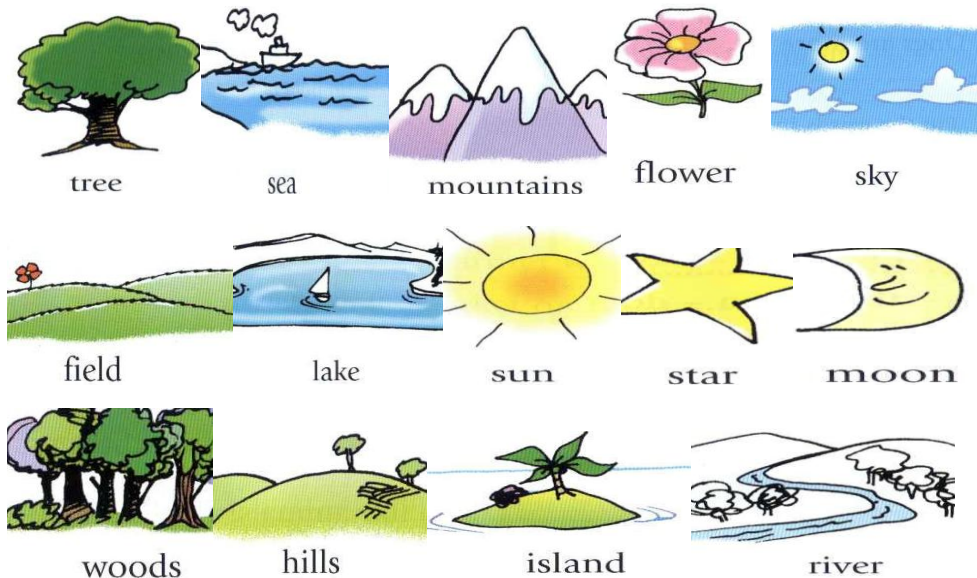
APPENDIX4

Writing activities at the lesson

Listen → **Write**

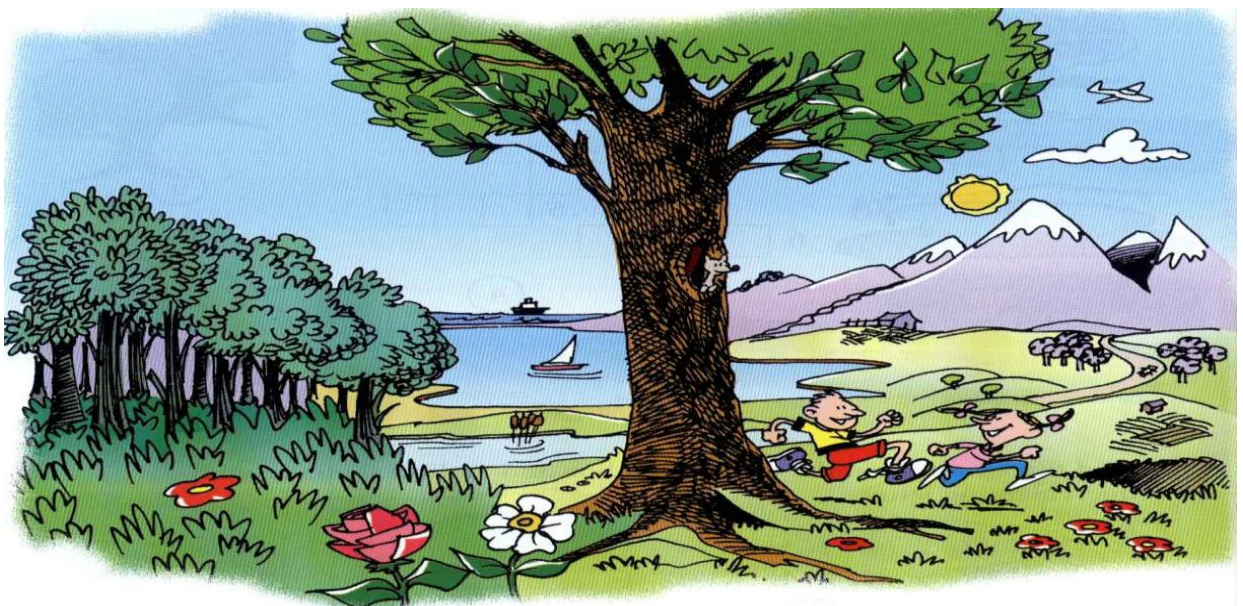
1. Visualization

First teacher shows the new words to the pupils, they read and learn these.



Then, the pupils close their eyes and the teacher describes a scene. Play some nice background music. The pupils then write and describe the scene they imagined; afterwards they share their scene with the class or a classmate.

Example 1

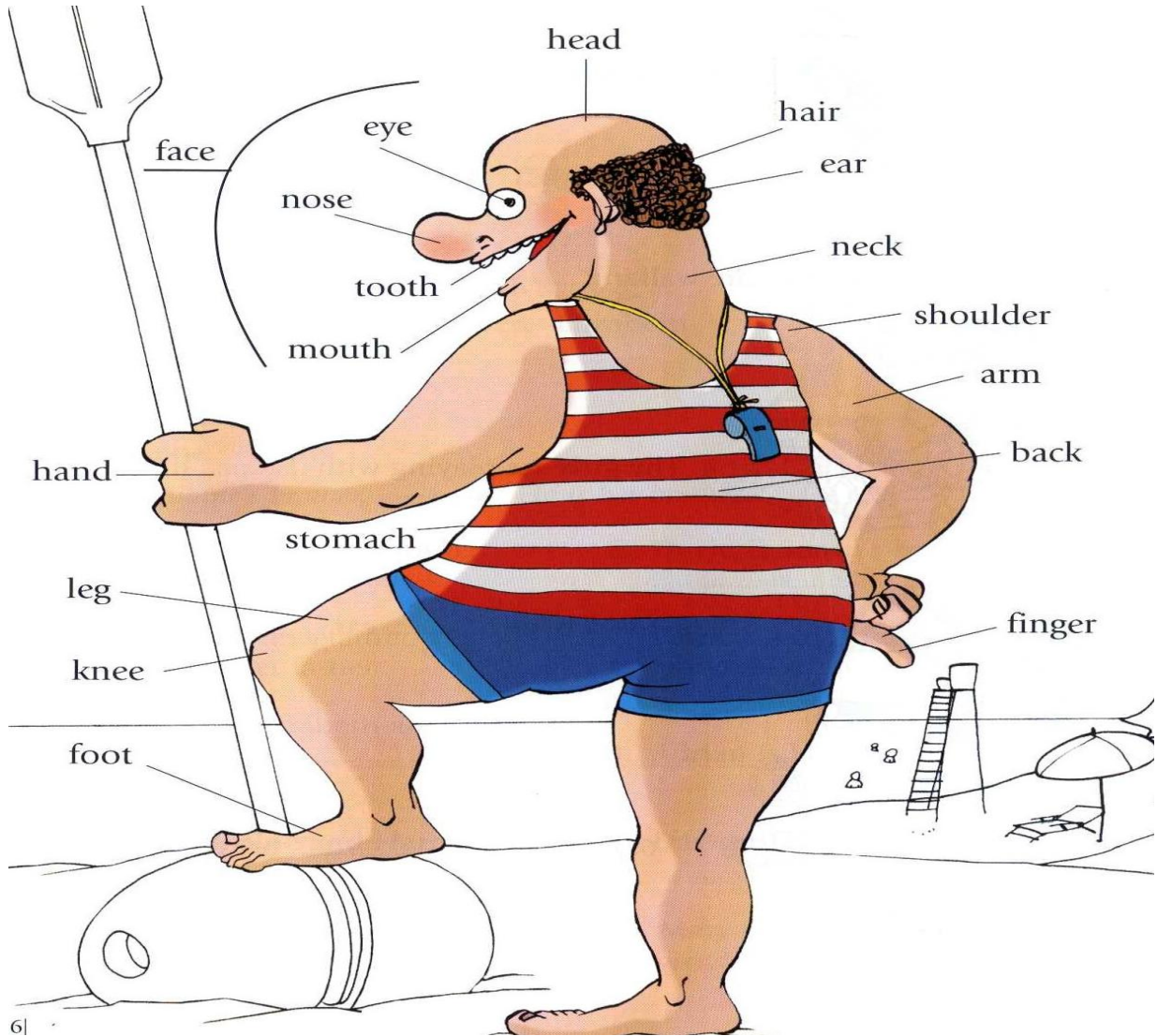


Look → Write

1. Pictures / Slideshows

Visuals are a powerful way to provide context and background for any writing. Teacher shows a picture which is connected with new words. The pupils read and learn their meaning.

A) Parts of the body

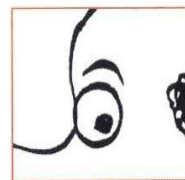


B) After that, the pupils do these exercises. They look at the pictures and complete the sentences.



1. You use it for talking. _____

2. You use them for looking at thing. _____



3. You use them for listening. _____

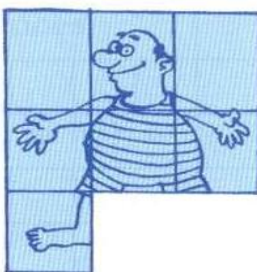
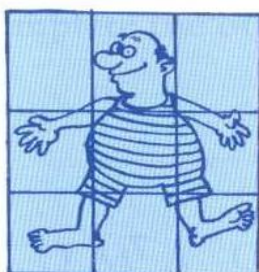


4. You use this for smelling things. _____

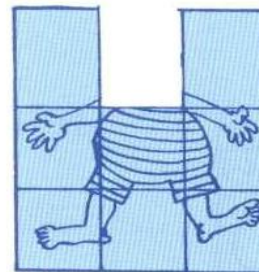


5. You use this for touching things. _____

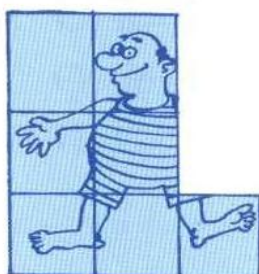
C) Which of the body is missing? Look at the pictures and write the letters.



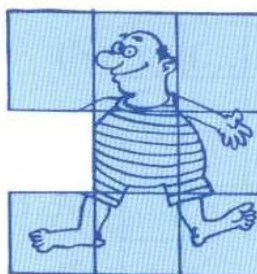
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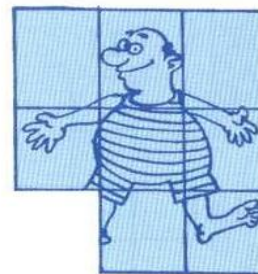
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