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Speaking as the oral expression of thoughts

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QUALIFICATION PAPER

**“THE QUALIFICATION PAPER
IS ADMITTED TO DEFENCE”**

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Introduction

When you are “learning English”, you have to learn all of these skills. There is the weak point or strong point of you in both skills. The productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills. They can be compared with the receptive skills of listening and reading. Learners have already spent time practicing receptive skills with a shape poem, by listening to it and reading it. They now move on to productive skills by group writing their own, based on the example. Certain activities, such as working with literature and project work, seek to integrate work on both receptive and productive skills. When you learn a language, you develop both receptive skills and productive skills. Receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message. Productive skills are speaking and writing. You use the language that you have acquired and produce a message through speech or written text that you want others to understand.

Learning such a literature helps learners, especially students to know not only their history but also culture and tradition, literature and arts by learning past events. English literature is the main part of world literary heritage, the language learning process the role of literature is indispensable. As the President of Uzbekistan Islam Abdug'anovich Karim mentioned; “Nowadays, history and language become a real teacher for the nation. The deeds and exploits of great

ancestors stir historical memories, create a new civil conscience and from the ethical to be emulated.”

“Harmoniously development of generation as basis of progress of Uzbekistan”; all of us realize, that for achievement of the great purposes put today before us, noble aspirations it is necessary for updating a society”. However, the analysis of the current system of organization of foreign language learning shows that educational standards, curricula and textbooks do not fully meet modern requirements, especially in the use of advanced information and media technologies. Education is carried out mainly under traditional methods. The organization of continuous foreign languages learning at all levels of the education system, as well as the work on upgrading the skills of teachers and the provision of modern teaching materials should be further improved. ¹

The theme of the qualification paper is Speaking as productive skill in language learning

The aim of this research work is to analyze the contributions and collaborating theories and practice speaking skills and sub-skills through ESL classes, teaching dialogues, monologues, role-plays, debates and their literary role.

The subject matter of the given research includes the teaching speaking materials, practicing productive skills, learning language by the native speakers’ narrations and speech, speech activities, speech way.

The main object of the work is the analysis of speaking skills, their contributions and unforgettable way of learning language. There are some methods of teaching speaking as well as listening, the approaches of teaching language and the techniques of speaking.

The actuality of the work is that our president made decision for improving foreign languages as the second languages. Recently learning and teaching English in our country takes first place. As the president, Islam Karim said “The education of the population in the process of the assimilation of ‘world democratic values’ is

¹Karimov I.A. Harmoniously Developed Generation is the basis of Progress of Uzbekistan. T. “Shark” 1998. p210.

of primary importance”. In order to achieve the goal of this project we set up several tasks:

- 1.To analyze the speaking as productive skills, the methods of teaching speaking
- 2.To show the peculiarities and contributions of the work where we have given information about the works of that time.
- 3.To convey the basic fundamental researches of learning speaking
- 4.To describe main characteristic features of productive skills
5. To analyze the dialogue and monologues as the branch of speaking skills

The novelty of the course paper is to inform and share the foremost information about speaking ways and methods. This source of information is brief, clear and contains the most information about “Productive” and “Perceptive” skills, which are taken as comprehensive for all learners, especially students, who learn English literature as well as Uzbek 1.

The theoretical value of this work is for giving more information about English speaking, making role-play, preparing debates and other techniques.

The practical value of this qualification paper can be seen in the wide usage, peculiarities historical novels. In addition, it is full, very useful information for students who wanted to write independent works on this theme. This paper is enriched all the information about speaking and listening as the productive skill in language learning.

Method of linguistic is used in this work also, they are word’s definition analysis, contextual-situation and text analysis for revealing its significant place in speaking and listening.

This qualification paper consists of Introduction, which is given for opening the whole work, its main part is two chapters, where these two chapters includes paragraphs.

Introduction states the actuality, subject matter, novelty, working style, and its hypothesis, methods, theoretical and practical importance of the work. Moreover, this part tells us brief list of the content of the work.

Main part includes three chapters in it.

Chapter I is entitled the approaches, techniques and development of active skills as the receptive skills and productive skills

In the **first paragraph** gives the information about the integration of receptive and productive skills through working literature and project work **Second paragraph** is about Speaking and writing as the productive skills **Third paragraph** is names as Reading and listening as the productive skills

Chapter II is entitled the acquirement and production of a message through speech

The first paragraph opens the majority of communicative events as the particular relevance for the learning and teaching of languages.

The second paragraph is named Speaking as the context of structured interpersonal exchange

The third paragraph is called the promotion of communicative efficiency as the goal of speaking

Chapter III is entitled as the achievement of communicative purpose in ESL classes

The first paragraph is dedicated to Teaching dialogue and monologue as the form of speaking sub-skills

The second paragraph is named Teaching discussion and debates Teaching speaking as the branch of

Conclusion contains the main themes and ideas of the qualification paper. It summarizes the main points and reviews the information which was covered.

List of used literature presents the list of literature used, internet sites and the sources, which were used for writing this work.

Chapter I the approaches, techniques and development of active skills as the receptive skills and productive skills

1.1 The integration of receptive and productive skills through working literature and project work

Writing and speaking are productive skills. That means they involve producing language rather than receiving it. Actually, we can say that writing involves communicating a message (something to say) by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message. Writing involves several sub skills. Some of these related to accuracy, that is to say, using correct forms of language. Writing accurately means spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly. However, writing is not just about accuracy. It is also about having a message and communicating it successfully to other people. To do this, we need to have enough ideas, organize them well and express them in an appropriate style.

Another example of receptive and productive skills is related to your study of vocabulary. It is easy to develop your receptive vocabulary. You can study words independently, memorizing the definitions, the word forms, the collocations and different uses of the words in context. Your receptive vocabulary can grow and when you see a list of words to study in your class, you might recognize some of them already. That is great but do you use these words correctly when you speak or write? If you do, they have moved into your productive vocabulary. This is the goal of your vocabulary study in the Languages Institute. You will see many new words in your reading texts or hear some in the listening exercises but the words you study are ones that you should try to use when you write or speak.

Independent practice can help you practice your receptive skills. Just like the example of vocabulary, you can do extra reading and extra listening on your own to improve your receptive skills. Improving your productive skills by yourself is more difficult. You can write something alone but you can improve more when someone reads what you write. You can speak to yourself in a mirror, but it is better practice speaking to another person. In both cases, you can see if your message is understood. However, just like the example with vocabulary, the more that you develop your receptive skills, the more that they can affect your productive skills in a positive way. Reading more will help you write better. Listening more will help you improve your speaking skills.

Profitable aptitudes enhance from more grounded open abilities. This term, settle on the choice to do whatever you can outside of class and exploit your time within class and you will enhance both your open and your gainful abilities! Youngsters need to peruse acts of kindness of fiction, and after that dependably consider the inquiry, "What makes this story so great?" In each class I educate, I attempt to present great fiction, and the affection for perusing, to my understudies. IN the realm of genuine, clear and composed written work has all the effect when discovering some new information. My understudies and I read case of fantastic logical expounding on themes they find intriguing. Along these lines, understudies take in the most ideal approaches to illuminate others through composing.

"Compose what you think about" is brilliant guidance for a fiction essayist. I urge understudies to pick a setting that they are acquainted with. Along these lines, they can concentrate on making solid characters and a fascinating plot inside that commonplace setting.² They are likewise more ready to portray the scenes with point of interest. Later, they go ahead to make stories in different times and places of their picking. I first get some information about what they have seen and experienced in their ordinary lives, through an individual account written in the principal individual (I). This errand shows them to be attentive and mindful. They figure out how to consider all the data that may be valuable to the peruser (who, what, when, where, why). Understudies concentrate on exhibiting what they know in a reasonable and composed style. Later, they utilize these abilities of clarity and association to expound on subjects outside of their own experience. One basic movement is to think about an unmistakable point sentence on a topic understudies know well, for example, "I truly like English class." Write this on the board. At that point, welcome understudies to give reasons why they like English class, for example,³ "My instructor is constantly useful." Write these reasons on the board as understudies say them. After numerous reasons are recorded on the board, request that understudies compose a passage that starts with "I truly like English class," trailed by three or four of their most loved reasons.⁴

Mind maps can help understudies conceptualize what they know, while sorting out the data in the meantime. For instance, understudies can compose and circle the words my school in the focal point of a sheet of paper. From this circle, lines can be attracted out to subheadings, for example, my companions, my classes, and my exercises. Cases can expand from those subheadings. This action can give understudies a physical profile of what they can expound on. As I specified some time recently, composing is a procedure. We can instruct our understudies to accomplish their written work objectives all the more effectively by taking after a

²Baruah, T.C. 1991. *The English Teacher's Handbook*. Delhi: Sterling Publishing House, pp.78

³Brown, G. and G. Yule. 1983. *Teaching the Spoken Language*. Cambridge: Cambridge University Press, pp-89

⁴C.S., "communication", Himalaya publication house page no 144 art of listening) Noon-urea, S. (2008). Teaching listening speaking skills to Thai students with low English proficiency. *Asian EFL Journal*. 10(4). 173-192.

particular arrangement of steps that will lead them to a more grounded bit of composing. Here are the strides I request that my understudies follow in both fiction and genuine written work errands: Brainstorm your thoughts first! This way to compose unreservedly, permitting your thoughts to stream without judging or thinking too hard. Fill the page with anything that comes into your brain. This progression ought to be fun and imaginative. Sort out your thoughts into gatherings: Each gathering of thoughts ought to revolve around one primary thought. This progression additionally permits you to orchestrate your thoughts all together of significance, and wipe out those thoughts you needn't bother with. Compose a passage around every gathering of thoughts: A great section will have one clear principle thought, generally expressed toward the starting. Proceed with the passage with three or four sentences that backing the fundamental thought. Amend your work: As you read through your passages, ask yourself, "Would I be able to make my subject sentences clearer? Will my supporting sentences be more grounded? Is it accurate to say that they are recorded in the best request? Will I discover things and verbs that are more particular, and descriptors that are more elucidating? Is my syntax and spelling free of blunders?" A last stride is regularly alluded to as "distributed" the bit of composing. This progression implies that understudies have amended and altered their keeping in touch with the best of their capacities, and are currently prepared to impart what they have kept in touch with the class.

Since each of the above strides is one of a kind, and has particular results, understudies don't get to be exhausted or disappointed with the procedure. It is best to do the progressions over various days, with the goal that understudies can start every progression invigorated and prepared to proceed. Subsequent to "distributed," one extremely powerful action is called peer audit. Understudies read each other's bits of composing and afterward compose remarks about them. By giving understudies the obligation of taking a gander at another is composing, they can look all the more dispassionately at their own particular written work.

All things being equal, I might want to include some last considerations for educators: Don't expect flawlessness at any level. Composing is a long lasting interest, and even the most talented authors realize that they can simply improve; Always accentuate the more critical written work objectives for your understudies: inventiveness, clarity, association, and succinctness; when giving input, concentrate on one territory that necessities change per composing assignment. For instance, does every passage have one primary thought? Revolving around each mistake with red ink will just baffle understudies; at whatever point conceivable, for each shortcoming you bring up in an understudy's composition, additionally call attention to two qualities. Certainty is an essential for all incredible written work, and we never need to unsettle our understudies. Stay quiet and concentrated on it and you will see genuine improvement after some time.

Helen is an English dialect instructor, educator coach and creator, as of now filling in as a Business English educator in Latvia. In this visitor post, she takes a gander at a portion of the assets accessible for enhancing understudies' profitable dialect abilities.

These days the Internet gives various conceivable outcomes to understudies to enhance, clean and ace their English dialect abilities. In my lessons, we present these choices, clarifying how my understudies can utilize them and motivating them with my very own experience.

We have separated these assets into two fundamental gatherings: for responsive aptitudes, there are subgroups: perusing and tuning in: for gainful abilities, there are two subgroups as well: written work and talking

In every gathering, there are a few helpful assets. Pick the most fitting ones for your class.

Receptive Skills Productive Skills

Reading Listening Writing Speaking

1. Fiction literature 1. Radio one. Social networks one. Social networks
2. Professional literature 2. Audio books two. Language teaching
communities two. Language learning communities

3. Bilingual parallel texts three. Films three. Writing Clubs 3. British Council

4. Newspapers, magazines, online news 4.Podcasts four. Private journal four. Speaking Clubs

5. Blogs five. Conversations five. Couch surfing

6. Scripts six. Music six. International learning and volunteer programs

In this post, it is to be looking at Productive Skills. Language learning communities, such as Lang-8, Phrase Base are specialized sites to help you polish your language skills, where native speakers from 180 countries will correct your writing free. First, you have to log in, and then write your text, publish it, wait until a native speaker (possibly even a teacher) checks it, and gives a detailed explanation of any mistakes. You can write your own blog, correct posts of other participants if they are in your native language, make friends, create your own community, and expand your network.

These are a very popular form of mastering the language. The teacher gives you a theme for your writing and a deadline to submit your work. The goal is to write an essay, to develop writing skills and to monitor your mistakes, both grammatical and stylistic. Sometimes writing clubs can include written debates on a particular topic. When the discussion is over the teacher individually comments on mistakes, or a peer assessment is provided. Different Universities offer such courses, and there are several such classes on Courser.⁵

This resource demands a higher level of motivation, as the student has to commit to keeping a regular journal. It can be a fictitious or simply a record of everyday events. The habit of writing regularly promotes a habit of thinking in English. There are several online journal tools, such as Life Journal. Nobody monitors your mistakes, but Life Journal's password and encryption system keeps your information safe and private, unless you choose to share it to get feedback on your writing.

⁵Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1-1, 1-47.

The same principle as with writing, with one difference – you have to talk with your new native language friends. Speaking demonstrates any gaps in your language knowledge. Corresponding with pen-pals through social networks, ask them to have a conversation via Skype or another service. Regular real-life conversations will put what you have learned into practical application. The best practice will come from conversations with a native speaker, but even if he/she is not, you will learn to speak spontaneously and across a variety of different topics.

The representative office of the British Council is in every country. The main aim of the British Council is to help to share British expertise and knowledge with over 100 countries worldwide. You can attend seminars and workshops in English, meet English-speaking partners and master your speaking skills.

This is a very popular forum to improve your speaking skills. Clubs are often organized to discuss the latest news and talk about different subjects.

Participating in a ‘‘Couch Surfing’’ club allows you to host travelers at your house and to connect with new friends all around the world by staying at their houses while travelling. You can offer your guide services in your hometown and invite the foreign visitors just for a cup of coffee, which will definitely involve and improve your speaking skills. Some examples are Couch Surfing, Home Exchange, and The Hospitality Club.⁶

Interest in various learning and volunteer projects, for example, archeological unearthing’s, building ventures, restorative volunteering, untamed life protection or long lasting learning projects, for example, Grinding commonsense learning for grown-ups, gives you the chance to enhance your talking abilities altogether.

Correspondence between people is to a great degree complex and perpetually evolving marvel, however there are sure speculations that we can make about the greater part of informative occasions and these will have specific importance for the learning and educating of dialects. Figuring out how to talk a remote dialect is considerably more perplexing than knowing its linguistic and semantic guidelines. It includes both order of specific abilities and a few distinctive sorts of learning.

⁶Carnegie, D. (1962). The quick and easy way to effective speaking, New York: Associated press (pp.31-32).

Richards (2005: p. 204) states that learners must secure the information of how local speakers utilize the dialect in a setting of organized interpersonal trade, in which numerous elements cooperate. A definitive objective of dialect is correspondence and the point of talking a dialect is to advance open productivity. Of the four abilities, talking appears to be instinctively to be the most critical. As indicated by Ur (2006: p. 120) individuals who know a dialect are alluded to as "speakers" of that dialect, as though talking incorporated every one of the sorts of knowing; and numerous, if not most, outside dialect learners are fundamentally inspired by figuring out how to talk.⁷

Individuals participate in discussion for good reasons: They need to say something. Speakers frequently settle on unequivocal choices to address other individuals, else they would keep noiseless; they have some open reason. They need something to happen in view of what they say. What is essential is the message they wish to pass on and the impact they need it to have.

Envision you are an understudy in an EFL class. The instructor comes in and says: "Today we're going to discuss oil contamination". How would you feel as an understudy? Why may you not have a craving for participating in the examination? "The educator needs me to say something and I haven't had sufficient energy to think ... And I don't have a clue about the words for this subject "

Have you encountered a circumstance like this as an understudy or an educator? Is running a dialog in a lesson something anybody can do? Do you require any experience to do that or simply go and talk? What might be the impacts of a class like that one portrayed previously? What ought to educators do to make their understudies talk?

Research and practice have demonstrated that open exercises are the key point to make our understudies talk. Along these lines, it is vital to have our learners required in correspondence; generally, that correspondence will most likely not be viable.

⁷Celce-Murcia. M. (2001). Teaching English as a Second or Foreign Language (3rd ed). USA: Heinle&Heinle. Pp-120

1.2 Speaking and writing as the productive skills

Learners should use language in a way to achieve an objective and this objective should be the most important of the communication. They select from their language store. Speakers have an infinite capacity to create new sentences. In order to achieve a communicative purpose they will select the language they think is appropriate for this purpose.

If students have a purpose to speak, their attention should be centered on the content of what is being said (or written) and not the language form, which is being used. However, the students will have to deal with a variety of language rather than just grammatical construction. So while students are involved in communicative activities the teacher should not intervene (fluency is more important than accuracy at this stage).

Ten helpful tips to make our students speak more effectively:

1. Teach specific strategies to facilitate their efforts to speak effectively.
2. Work on pronunciation, but do not demand a native-speaker pronunciation
3. The primary emphasis on pronunciation is on stress and intonation.
4. Avoid topics they are not familiar with in their mother tongue
5. Give them time
6. Monitor properly

7. be sensitive when correcting oral mistakes and point out good correct spoken language and praise the SS

8. Pre-teach vocabulary: elicit possible words, predict (KEL – know, expect, and learn) and check meaning and understanding of vocabulary.

9. Avoid topics they are not familiar with in their mother tongue

10. Give them time

It might not be that easy, but it is not impossible to provide students with spontaneous language for classroom use. With teachers' guidance, it is possible to devise techniques to make students produce spontaneous – authentic – language, even at an elementary level.

Many different aspects of speaking English still majority of class time is spent on reading and writing instead of speaking and listening writing vest speaking in the curriculum? Many people view learning the language as learning how to speak the language objective of three lessons on speaking: concentrate on what meaningful speaking activities look like and how to monitor our pupils when speaking one. Accuracy and fluency 2. Speaking (sub) skills pupils need in order to be able to talk in English Accuracy Fluency 2. What, do we consider as pupils' basic competences in or needs for speaking. Pair-work 1. 3. What to achieve teaching speaking? 4. Dealing with common arguments against teaching speaking skills in the classroom 1. Possible problems? 2. Causes of those problems? 3. Possible answers and tips 1. Students will not talk or say anything 2. When pupils work in pairs/groups they just end up chatting in their own language 3. When all pupils speak together it gets too noisy and out of hand I lose control of the group a) The problem is cultural in your culture/school it is unusual for pupils to talk out loud in class b) The activities are boring or pitched at the wrong level d) The activity or task is not at the right level e) Not everyone feels involved in the activity f) The activity is not interesting enough g) The timing of the activity is not good Noisy is exactly what you want! Maybe you just feel like you are losing control because the class is suddenly student-centered and not teacher-centered Losing control is a different issue but can be solved. a) Break the cultural barrier and establish your own classroom culture where speaking aloud is the norm. How? arrange the room differently e.g. desks, posters teach classroom English and encourage your pupils to ask for things and to ask questions in English refer to the importance of speaking skills in their final grade b) take a closer look at the type of speaking activity and see if they really capture pupils' interest and create a real need for communication c) speak English yourself, as much as possible c) You don't speak English yourself d) give the students all the tools and language they need to complete task (level not too high or too low) e-f) make sure they feel the need to speak g) plan your speaking activity at a good moment e.g. not immediately after break-time walk around monitoring and giving support let them

stay after class and speak to them individually involves the correct use of vocabulary, grammar and pronunciation.⁸The ability to 'keep going on when speaking spontaneously' regardless of grammar and other mistakes give positive feedback

Speaking is a productive skill, like writing. It involves using speech to express other meanings to other people. Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning. Examples of these interactive strategies are making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding. We also speak with fluency and accuracy. Fluency means speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech.

Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation. When we speak, we use different aspects of speaking depending on the type of speaking we are involved in.

Learner's talking abilities are produced by concentrating frequently on specific parts of talking as familiarity, articulation, syntactic exactness, non-verbal communication. Much of the time learners do controlled practice exercises in which they can utilize just dialect that has quite recently been taught. These are an extremely restricted sort of talking since they simply concentrate on exactness in talking and not on correspondence, collaboration or familiarity. Controlled practice exercises can give helpful, if constrained, planning for talking. Undertakings and less controlled practice exercises give more open door than controlled exercises for learners to practice correspondence cooperation and familiarity."⁹ Here and there learners talk more energetically in class when they have a purpose behind conveying, such as giving different cohorts some data they require. Since talking is such a perplexing expertise, learners in the classroom may require a great deal of

⁸ Chaney, A.L., and T.L. Burk. 1998. Teaching Oral Communication in Grades K-8. Boston: Allyn&Bacon, 12-13

⁹Clark, H.H., 1994. Managing problems in speaking. Speech Communication 15, 243-250.

assistance to get ready for talking; for example, routine of important vocabulary, time to compose their thoughts and what they need to say, hone in declaring new words and expressions, hone in completing an undertaking, before they talk uninhibitedly. Warm up •Introduction of the subject of the lesson in a way that makes it individual to the understudies' experience

- revision and presentation of vital dialect, e.g. watchwords
- likely incorporation of a listening action driving into the primary action

Fundamental Activity

- Setting of the setting for the fundamental movement
- Provision with data to work with in a structure that relies on upon the kind of lesson, e.g. part cards, a tuning in, a perusing, and a guide
- Checking of understudies answers or results post-luminary
- Optional further practice exercises (contingent upon the learner's advantage) that proceed develop the topic of the lesson.

The conspicuous motivation behind talking is principally to impart, and pretty much as when talking our first language, picking up certainty is a huge part of the fight. Therefore, the assignments are outlined so that an effective result can be accomplished, even where the understudies' English is not as much as great. In the meantime, in any case, particular parts of dialect are centered around and required in each movement. A trouble confronting all instructors is the manner by which to adjust the interest for familiarity and precision in my understudies. Familiar discourse with mistakes can regularly convey more adequately than exact however agonizingly reluctant discourse. This may convey instructors to ponder what our part ought to be. The part of the instructor relies on upon the phase of the lesson and the way of the action. The phases of the lesson are plainly checked, and rules are given on what the instructor should do anytime.¹⁰

The instructor is the focal point of consideration right on time in the lesson, when the subject is presented and when any fundamental dialect should be

¹⁰Clément, S.C. Baker, P.D. MacIntyre. Willingness to communicate in a second language: the effects of context, norms and vitality Journal of Language and Social Psychology, 22 (2003), pp. 190–209.

amended and remedied. When this has been done and guidelines have been given, the instructor's part is more prudent, watching that understudies are taking after directions, observing advancement, giving help where required and settling contradictions.

Overall, once learners have started talking, the best system is to screen without meddling excessively. Halting the action to right understudies is best dodged unless a mistake is serious to the point that it makes it unimaginable for the others to comprehend or finish the assignment. Making minor redresses without ending the stream, or joining in quickly, utilizing the right structures as an update, are more effective as this permits the action to proceed actually. Gathering mysterious specimen sentences for class redress later gives helpful criticism while keeping away from intrusion and humiliation.

The conspicuous motivation behind talking is essentially to convey, and pretty much as when talking our native language, picking up certainty is a vast part of the fight. Thusly, the undertakings are planned so that a fruitful result can be accomplished, even where the understudies' English is not as much as great. In the meantime, notwithstanding, particular parts of dialect are centered around and required in each movement.

A trouble confronting all instructors is the way to adjust the interest for familiarity and exactness in my understudies. Familiar discourse with blunders can regularly impart more adequately than exact yet horrendously reluctant discourse. This may convey educators to ponder what our part ought to be. The part of the instructor relies on upon the phase of the lesson and the way of the movement. The phases of the lesson are obviously stamped, and rules are given on what the educator should do anytime. The educator is the focal point of consideration right on time in the lesson, when the subject is presented and when any key dialect should be updated and revised. When this has been done and directions have been given, the educator's part is more watchful, watching that understudies are taking after guidelines, checking progress, giving help where required and settling

differences. When all is said in done, once learners have started talking, the best system is to screen without meddling excessively.

Ceasing the movement with a specific end goal to right understudies is best evaded unless a blunder is serious to the point that it makes it inconceivable for the others to comprehend or finish the undertaking. Making minor revisions without ending the stream, or joining in quickly, utilizing the right structures as an update, are more fruitful as this permits the movement to proceed normally. Gathering unknown example sentences for class rectification later gives helpful criticism while keeping away from interference and humiliation.

Writing and speaking are productive skills. That means they involve producing language rather than receiving it. Actually, we can say that writing involves communicating a message (something to say) by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message. Writing involves several sub-skills. Some of these related to accuracy, that is to say, using correct forms of language. Writing accurately means spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly. Nevertheless, writing is not just about accuracy. It is also about having a message and communicating it successfully to other people. To do this, we need to have enough ideas, organize them well and express them in an appropriate style. Finally, writing also often involves going through a number of stages. When we write outside the classroom, we go through these stages:

1. Brainstorming (thinking of everything we can about the topic)
- two. Making notes
- three. Planning (organizing our ideas)
- four. Writing a draft (a piece of writing that is not yet finished, and may be changed)
- five. Editing (correcting and improving the text)
6. Proof-reading (checking for mistakes in accuracy) or editing again.

The sub skills of writing that we teach will vary a lot, depending on the age and needs of our learners. At this advanced level, we may need to focus more on the skills required to write longer texts such as letters, emails or compositions. When we teach writing, special attention is given to both accuracy, to build up and to communicate a specific message. Sometimes, in the classroom, learners are asked to write a composition about a certain topic, but this activity needs a context and a reason to be made as the real life requires it. By encouraging learners to use the writing process according to their needs having their own portfolio, we help them to be creative and to develop their message, in other words, what they want to say the lesson is divided into these three stages:

Warm up •Provision of the context and some vocabulary for the task

Main Activity •Setting of the task and generally presents a model or template
Students produce the first draft, which they sometimes correct using a checklist.
Follow up •Students can do further optional practice or practice a connected form, either in class, if there is time, or for homework

Each writing activity focuses on a practical task, which explores the style, and content of a particular form thus encourages students to develop their own pieces in a supportive atmosphere. By pairing an imaginative student with a more linguistically confident classmate, the teacher can enable both to produce a better piece of writing than either could produce on their own. Encouraging students to draft initially on alternate lines also enables them to refine their piece later on without rewriting the whole thing.¹¹

1.3 Reading and listening as the productive skills

Through realistic real-world content and a mix of light and serious topics, all writing lessons encourage students to draw their already existing knowledge and skills in their written pieces: supported by models and templates they produce realistic written texts through a process of informed criticism. This releases the classroom teacher to become audience and assistant, constantly monitoring and

¹¹Fries, c.c. Teaching and Learning English as a foreign language. Ann Arbor, 1945.)

offering support and advice. Once piece is finished, the teacher can join with the student, who may well become his or her own best critic, in evaluating the piece?

Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom. You can also use them as a 'barometer' to check how much your students have learned. Teaching speaking is vital unless someone is learning English purely for academic reasons and does not intend to communicate in English, which is quite rare. Seeing their speaking skills develop gives learners a real sense of progress and boosts their confidence.

Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports and stories. Many need to fill in detailed questionnaires relating to health, education and employment. The amount of time you spend on teaching writing will naturally depend on your students' needs.

Another reason students need to write is for assimilation. Writing is an effective way of reinforcing what students have already been studying, and they benefit greatly from seeing new or unfamiliar language in written form. Writing is a good way to practice grammar structures; it helps students to recycling and look up new vocabulary and to learn English punctuation rules. It encourages learner autonomy when students are asked to keep journals or turn in regular writing assignments that they carry out at home. Aspects of effective writing before looking at how to teach writing skills, consider the many aspects of effective writing. Correctness and accuracy are needed in the following areas. Grammar is important for both speaking and writing. However, when we speak we are more likely to use simple grammar and it is easier to get away with incorrect sentences. In writing every grammar error stands out, which is why it is especially important to know the rules. Being able to choose the most accurate words to express your thoughts in writing is the key to being understood. There are few spelling rules in English and the connection between how a word is spelled and how it is pronounced is less clear-cut than in many other languages. Our students need to

learn the spelling of each word. This helps us understand written text the way intonation helps us understand another person's speech. You will want to teach layout conventions for letter writing. Students must be made aware of the conventions of certain forms of writing, for example, informal letters, formal letters, poems, scientific reports, diaries, faxes, notes, and postcards. Consider linking ideas and information across sentences and paragraphs to develop a topic or argument. Teach appropriate styles. For example, our written English on a postcard to a friend is completely different from a letter to a government office asking for information. The content of this document remains the © copyright of its owner, all rights reserved. Try to include written tasks in all your lessons, whether you are teaching grammar, vocabulary or communication skills. It is a good idea to practice all the four skills in a lesson. Occasionally, give more focus to the written skills –i.e. your whole lesson can become a preparation for a written activity.¹² The actual writing part can be so time-consuming that sometimes you may want to leave it for homework. Written tasks performed in class can be made more interactive by getting students to write in pairs. Get one person to write with a pen and the other to help their partner correct mistakes and provide him or her with ideas. Look at these ten steps to a successful writing lesson. You may want to adapt them to suit you.

1. Introduce the topic and ask students to discuss it in small groups, followed by feedback and discussion with the whole class.
2. Assign the writing task.
3. Ask students to consider who will be the target reader and to focus on the purpose of the task.
4. Use language models to illustrate the appropriate form (e.g. other written texts, examples on board).
5. Brainstorm ideas in groups, after which the teacher or a student writes them up on the board. Students select which ones to use.
6. Elicit how to put the ideas into a logical sequence and edit.

¹²Harmer, J. 1984. *The Practice of English Language Teaching*. London: Longman, pp-56

7. Construct a skeleton text in small groups.
8. Prepare a rough draft either individually, in groups or with the whole class.
9. Ask students to tell you if they want you to repeat anything. (This is more effective than saying, “Does anyone not understand?”).

10. The final written task may be given for homework. Now look at the following writing activities for the classroom. Get your students to make complaints, thank, ask for and give information or advice, prepare job applications. You can use pictures or begin a story and ask students to finish it. Alternatively, you can use a personal situation where the student was happy, sad, surprised, shocked, etc. The content of this document remains the copyright of its owner, all rights reserved.

Discursive essays Students need to present an argument, state points ‘for’ and ‘against’ in a logical way, and write a conclusive paragraph.¹³ It might be recipe, directions, changing a wheel, cooking a meal, making a cup of tea, repairing something or applying for a visa. A dictation can have a calming effect on young learners. It is also useful for teachers who have limited resources and need to dictate a text for a reading skills lesson. Alternatively, you could ask your students to dictate to each other and to focus on pronunciation and listening skills. Dictations are good for spelling as there is no direct link in English between the way words are written and the way they sound. Here are some extra ideas for different levels of learner: Beginners/elementary one. Descriptions (home, family members and friends, your job, a place etc.);

2.Short biography of self, family member or famous person;

3.Emails to a pen friend. Intermediate (ideas from the previous list can be used as well) one. Problem pages;

2.Horoscopes;

3.Magazine interviews;

4.Advertisements; five. Quizzes and puzzles; six. Film and book reviews.

¹³Jacob Tharu, 2006. “A second look at English as a window on the world that has changed,” Communication Curriculum in Higher Communication: Challenges & Opportunities.

Advanced (ideas from the previous lists can be used as well) one. Letters to the editor;

2. Essays/Articles arguing and defending a point of view;

3. Research papers.

4. Three fun writing ideas for the classroom one. The importance of student talking time (STT) Establishing the right balance between teacher talk time (TTT) and student talking time (STT) is essential in any language classroom. Students certainly gain a great deal from Teacher Talking Time (TTT). They can improve their pronunciation as they grow accustomed to new sounds, intonation and stress patterns. It is also essential to help develop their listening skills. Nonetheless, it is crucial for students to do more talking than the teacher is. Why is this? One reason is that being able to use English to communicate right from the start is highly engaging and motivating to students. Students enjoy speaking and it is usually the top priority for them. Speaking activities help the rapport, group dynamics and atmosphere in class. Furthermore,¹⁴ they require students to draw upon what they already know in order to express their ideas. In this way, they are always reviewing previous knowledge and putting it into practice with the new information still being assimilated. Finally, speaking is useful for the teacher as it is a good indication of the students' strengths and weaknesses. Teaching speaking is not: simply repeating what the teacher has said. Teaching speaking is performing an oral task with a real motivation behind it. Adding a purpose to a spoken activity makes it much more rewarding, engaging and motivating for students. These purposeful activities can take many different forms, from competitions to role-plays.

Take a gander at the accompanying methods for amplifying understudy talking time: During the arranging stage: Think about the equalization of instructor information and understudy yield. Keep in mind that in a PPP (Presentation, Practice and Production) lesson, STT is amplified and that understudies ought to talk at all stages and not only throughout the previous couple of minutes. Keep in

¹⁴Jimmy Calano -http://winningspirit.com/speed_readin

mind to pick materials that are fascinating and locks in. Consider your directions before giving them so they are clear and you do not squander time utilizing pointless meta-dialect. If all else fails, script what you are going to say. The substance of this record remains the copyright of its proprietor, all rights saved. Fuse numerous pair and gathering work in your lessons; this will decrease instructor-talking time. Organize seats and tables in a position that matches the movement you want to do. Focus on inspiring as opposed to on telling understudies, e.g. at the point when drawing a photo on the board ask, "Who's this?" as opposed to spoon encouraging them. Ask open-finished inquiries (Who, What, Why, How, and so on.) as opposed to shut inquiries which can be replied with a "yes" or 'no'. Give understudies a lot of intuition time to process what they are going to say, do not demand them reacting promptly. Be a decent audience; show enthusiasm for what the understudies are stating and react actually. Toward the end of the class: Correcting mistakes - make it a class action by putting blunders that you have noted down amid the class on the board. Request that the understudies talk about in sets what is not right with the sentences and how to write them. Getting criticism - do a session requesting that understudies aggregate up what they have learnt amid the lesson; this rounds it off pleasantly and gives them a feeling of advancement. 3. Sorts of talking exercises; here are some prevalent sorts of talking exercises: Describe, draw/portray, and mastermind Dialogs; Information holes - where two understudies have diverse data and need to cooperate to take care of an issue, e.g. Spot the distinction: understudies have comparable pictures with various contrasts. They request that and answer questions discover what the distinctions are. Reviews and polls - understudies plan questions on subjects, for example, silver screen, rest, leisure time exercises, likes and abhorrence's and behavior a study by talking each other and incorporating data. Exchanges and open deliberations - for middle of the road and propelled learners. Pretends - understudies are urged to envision that they are in various circumstances and need to tackle a part, e.g. they might be an irate client in an eatery whining to a server. The substance of this report remains the copyright of its proprietor, all

rights held. While considering talks or open deliberations, ensure you locate the right theme. Do not hesitate to pick combative subjects yet be cautious with points that are forbidden in your understudies' way of life and in addition those some of your understudies may feel especially delicate about. For instance, understudies could talk about if chasing be ought to banned or if cash can make you glad or what the world will resemble in the year 2100. Evoke watchwords, collocations and structures, which can be utilized while talking about this subject, and think of them on the board. Ensure your understudies know how to express their conclusion, e.g. I trust; I assume; to my brain; If you ask me; I am persuaded that; the way I see it; and so on. These expressions should be pre-taught to understudies of lower levels. With understudies of more elevated amounts, who are knowledgeable about dialogs and open deliberations, let them simply ahead and tell the cohorts what they think on the subject. Urge different understudies to concur or cannot help contradicting the speakers and give their reasons.¹⁵

In the event that everyone appears to concur with a speaker's perspective, go about as a restriction, i.e. give reasons why the speaker may not be entirely right and ask the class what they think. Understudies might be hesitant to give their conclusion before the entire class, especially on the off chance that they require time to consider their thoughts. This is generally valid with understudies of lower levels or those with little experience of open talk (they might be more used to linguistic use/composing focused undertakings). Assuming this is the case; give understudies time to talk about the point fit as a fiddle plan first. It will give them certainty to address the class later.

For an open deliberation, let understudies work in gatherings planning contentions for and against certain suggestions, so that, when the level headed discussion begins, the board speakers create all around practiced contentions, while others in the group of onlookers contribute their own (less scripted) contemplations on the subject.¹⁶ Typically, there are two contradicting perspectives in a

¹⁵Jones, P. W. (1983). Techniques and principles in language teaching. London: O.U.P.

¹⁶Kanta Rao, J. M. KanthiThilaka, Language Teaching – The Present Day Challenges LANGUAGE IN INDIA, Volume 10 : 1 January 2010

levelheaded discussion, albeit occasionally there is a third perspective, which is a bargain between the two. After the gathering work, split the class into a few gatherings and let every gathering make their recommendation and counter-suggestion individually, trailed by a session where every gathering asks and answers the other gathering's inquiries. Pretends request a specific measure of association. Prior to the pretend, recall to do the accompanying: The substance of this archive remains the copyright of its proprietor, all rights held.

- Set a clear scenario, which is conducive to interaction, i.e. students can identify with the characters and will probably know what to say as one of the characters

- Define the roles clearly; you may want to give students sticky labels with brief descriptions of their characters

- Give students time to think about what they are going to say. Here are some possible scenarios for role-plays:

- Job center and job seekers - students inquire about certain jobs
- Landlord property owner and tenants - Act out a problem between tenant/landlord/landlady
- Shopkeepers and buyers
- Pet shop and customers - Pet shop owner convincing people to buy pets
- Ground staff and passengers - Not enough seats, so passengers have to convince ground staff. A popular example of a debate is a balloon debate. Draw a picture of a hot-air balloon. Put your students into groups of three and four. Tell them that they are travelling to a desert island together, when the balloon starts to lose altitude. To avoid crashing, tell your students that two of them have to be thrown out. They can choose to be famous people or certain professions and then justify why they should stay in the balloon. Such a scenario encourages students to be passionate and eloquent speakers as they defend their 'right to live' by describing the importance of their profession.¹⁷

¹⁷L .N. Kinnock.2006. The "English factors in globalization", Those Who Wish To Influence The Future Must Prepare For It. Page 7

You could also instigate a ranking exercise. Start by pre-teaching the language of opinions. You can brainstorm inventions, crimes, the qualities of a friend, teacher or parent. Get your students to rank them. Do this individually, then in pairs, and finally as a class or large group. Make sure your students give reasons for their choices. Vote for a final decision. Advice Level Pre-intermediate and above Time 20-30 minutes depending on level Materials Board and labels Skills Asking questions, listening, predicting.

Chapter II The acquirement and production of a message through speech

2.1 The majority of communicative events as the particular relevance for the learning and teaching of languages

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of

teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.¹⁸ In order to teach second language learners how to speak in the best way possible, some speaking activities are provided below, that can be applied to ESL and EFL classroom settings, together with suggestions for teachers who teach oral language.

What “teaching speaking” means is to teach ESL learners to?

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Noonan, 2003)

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the

¹⁸Leonard Newark (1969) “How not to Interfere with Language Learning?” Teaching English as a Second Language, Harold B. Allen & Russell N. Campbell (eds.), New Delhi, Tata McGraw-Hill, pp. 37 – 42

teacher set the purpose of the discussion activity. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision-making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The teacher can either assign the group members or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on. One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student "You are David, you go to the doctor and tell him what happened last night."¹⁹

Simulations are very similar to role-plays but what makes simulations different from role-plays is that they are more elaborate. In simulations, students can bring items to the class to create realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role-plays and simulations have many advantages. First, since they are entertaining, they motivate the

¹⁹Long M.H & Richards, J.C. (1987). Methodology in TESOL. USA: Heinle&Heinle. Pp-45

students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role-play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. In addition, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her

study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- Diamonds: Earning money
- Hearts: Love and relationships
- Spades: An unforgettable memory
- Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money» is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

This activity is based on several sequential pictures. Students are asked to tell the story-taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.²⁰

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Here are some suggestions for English language teachers while teaching oral language:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher-speaking time in class while increasing student-speaking time. Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

²⁰MacIntyre P.D. Willingness to communicate in the second language: understanding the decision to speak as a volitional process *Modern Language Journal*, 91 (2007), pp. 564–576.

- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."

- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

- Provide the vocabulary beforehand that students need in speaking activities.

- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

I got an email a week ago from an understudy who was in my class eight years back. She needed to do a presentation to finish her graduate degree, and the educator had cautioned the understudies that nobody ever gets an evaluation. Paige got an A+. She was messaging me to credit me for her prosperity and say thanks to me for showing her a long lasting profitable expertise. She expressed gratitude toward me for showing her how to be well talked.²¹

Each one of us has heard some grown-up say, "I wish I could talk better" or "I don't care for introducing" or "I'm not by any means great at conversing with gatherings" or something comparable. None of us has ever heard a grown-up say, "I wish I had been taught more about predictable rhyming" or "I feel awful that I don't recall much about the quadratic equation/mitosis/the common government." That complexity ought to tip us off to an issue in instruction. We might concentrate on things that are less vital in life to the detriment of something that matters a considerable measure: talking.

²¹McDonough, J. and C. Shaw. 2003. *Materials and Methods in ELT: a teacher's guide*. Malden, MA; Oxford: Blackwell, pp-86

Give us a chance to take a gander at how we neglect to esteem oral dialect in schools. Consider the Common Core State Standards in English/dialect expressions. They are partitioned into four zones: perusing; composing; talking and tuning in; and education. Why are talking and listening packed together? Why not five models? Listening and talking make up as much as 75 percent of grown-up correspondence, yet speak to only 25 percent of the benchmarks.

Consider the book *Pathways to the Common Core* by Lucy Calkins, Mary Ehrenworth, and Christopher Lehman. You may think, in light of the measures' breakdown, that the book would commit a quarter century of its pages to each of the four dialect expressions strands. Really, the talking and listening segment is under five percent of the book. Odd, when you consider that oral-correspondence time is largely bigger than perusing correspondence time and composing correspondence time once understudies get to be grown-ups.

Consider the inventory of the National Council of Teachers of English. There are around 200 titles in the inventory, however not one is centered on oral correspondence, and neither listening nor talking is even specified in the chapter-by-chapter guide. Unusual, when you consider that a seemingly endless amount of time verbal correspondence is high on the rundown of aptitudes bosses search for in forthcoming contracts.

Most schools do not have a degree and succession for talking. Most educators have never gone to a region workshop about how to show speaking: RTI, yes; spook sealing, yes; another math program, yes; instructional rounds, yes; talking, no. Instructor planning programs do not have a class committed to showing listening and talking. Training gatherings do not have sessions on the best way to instruct talking. Yes, some schools now pay lip administration to oral correspondence and are sufficiently hip to claim to esteem presentation abilities; however, such expressed needs mean little without reasonable instructional backing.²²

²²Nunan, D., 2003. *Practical English Language Teaching*. NY: McGraw-Hill, pp-36

None of this would matter if understudies as of now talked well. On the off chance that we saw incredible book reports, superb verse recitations, spectacular clarifications, splendid exchange remarks, et cetera, we could say that our understudies have aced oral correspondence and showing particular abilities is a bit much. That isn't the situation, is it? Take a gander at understudies' open talking with new eyes. What number of inspire you? Maybe a couple for every class? An educator at a late workshop remarked that understudies' summative presentations in her class are PowerPoint presentations that "are frequently exhausting recitations of what they read." Typical of what we as a whole see, correct? On the off chance that one and only or two understudies breeze through your parts test, you are the person who fizzled, not them. You clearly did not educate required abilities. As an instructor, you would backpedal, offer another lesson about discovering shared factors, and give some practice exercises. You would reteach minimum basic products and have they do some rehearsing. However in the event that one and only or two understudies do well with the presentation after the biome research, you may say, "Goodness well, that is exactly how kids speak." Why do we undercut understudies? Why do we neglect to help them?

2.2 Speaking as the context of structured interpersonal exchange

Partly, I think, it is because we do not have a framework for teaching speaking. As I mentioned, most of us were never trained. The first thing I did when I developed my own materials for teaching speaking was to come up with a practical, understandable way to conceptualize what it takes to be a great speaker. If you look at the language used on score sheets and rubrics at your school, you will likely find no consistency of language or expectations. I sought to remedy that with a detailed framework setting out what students need to do before they open their mouths and what they need to do as they are speaking.

Moreover, we neglect to help them since we do not show all the little lessons expected to build up the aptitudes of oral correspondence. There are numerous little lessons while in transit to composing an exposition. Capitalization, accentuation, sentence sections, point sentences, passages, and even more all get

particular consideration. The different parts of good presentations or talks ought to get comparable treatment.

Most understudy talks do not leave a major impact on the class. After two days, couple of audience members can review much about what they listened. Along these lines, here is a lesson thought: "Class, when you manufacture your discussion, consider connectors. Each discourse needs particular proclamations to interface the point to the lives of the audience members. Give me a chance to share a few illustrations. At that point, in little gatherings, take a gander at the themes I passed out and talk about how you may make that subject truly associate with the crowd. We need the gathering of people to truly feel that the theme matters to their lives."

Then again, if understudies don't appear to utilize numerous motions, why not some particular lessons on signals, with practice exercises? "Today we will find out about determined hand signals. Take a gander at these expressions. By what method may you motion as you read them?" ²³Later, "Today we will find out about expressive hand motions. The little addresses I gave you require some hand movements to make the words wake up. Who needs to illustrate?" Then, "Today we will find out about facial signals."²⁴

In the event that understudies are too rapidly, numerous instructors simply say, "Talk gradually." Commenting after the mistake is not showing talking, and for this situation, the remark is awful exhortation. Why not a few lessons about utilizing speed well? "Talking gradually makes talks exhausting, kids. Today we will find out about how to accelerate to include energy." Later, "Today we will have some practice with little talks that call for delays. See how I stop quickly as I say this. 'Eight hundred million individuals are starving. Eight hundred million. Yeah, that is a great deal. That truly made the number sink in, isn't that right? Presently you attempt with some of these lines that I gave out.'" Purposeful,

²³Nunan. D. (1991) *Language Teaching Methodology*. UK: Prentice Hall International (Chapter two & three), pp-56

²⁴Patil, Z.N. (2008). Rethinking the objectives of teaching English in Asia. *Asian EFL Journal*.10 (4), 227-240

particular lessons are required on the off chance that we need to make well-talked understudies.

Most grown-ups wish they were better speakers. Without a doubt, it is broadly realized that numerous grown-ups dread talking. Why? Since nobody ever taught them how to do it. All through school, we were frequently made to talk, however we were never particularly, methodically, reliably taught how to do those discussions well. Give us a chance to quit committing that error. Educate talking.²⁵

Enhancing your English talking abilities will help you impart all the more effortlessly and adequately. In any case, how would you turn into a more certain English speaker?

Hone where you can, when you can. Any practice is great – whether you address somebody who is a local English speaker or not.

It is imperative to assemble your certainty. On the off chance that conceivable, use Basic English sentence structure that you, know is right, with the goal that you can focus on communicating, as the need should arise.

Attempt to explore different avenues regarding the English you know. Use words and expressions you know in new circumstances. Local English speakers will probably rectify you in the event that you utilize the wrong word than if you utilize the wrong language structure. Exploring different avenues regarding vocabulary is a decent method for getting criticism.

Attempt to react to what individuals say to you. You can frequently get pieces of information to what individuals think by taking a gander at their non-verbal communication. React to them actually.

Make an effort NOT to interpret into and from your own dialect. This takes a lot of time and will make you more reluctant.

In the event that you overlook a word, do what local English speakers do constantly, and say things that "fill" the discussion. This is superior to anything

²⁵Prabhu N.S., "A Theoretical Background to Bangalore Project", RIE Bulletin, No.4 (i), Bangalore 1980.

keeping very quiet. Have a go at utilizing um, or blunder, on the off chance that you overlook the word.

Try not to talk too quick! It is imperative to utilize a characteristic mood when communicating in English, however in the event that you talk too quick, it will be troublesome for individuals to comprehend you.²⁶

Attempt to unwind when you talk – you will discover your mouth does the greater part of the elocution work for you. When you communicate in English at typical velocity, you will find that a considerable lot of the articulation aptitudes, for example, connecting between words, will happen consequently Showing SPEAKING IN THE SECOND LANGUAGE CLASSROOMS TEFL 2 Objectives By the end of this lesson you are relied upon to have the capacity to exhibit sound comprehension of:

1. The explanations behind showing speaking
2. The meaning of "Speaking"
3. The exceptional components of talked language
4. The meaning of "Educating Speaking"
5. The methods of reasoning for showing talking utilizing informative methodology and shared taking in the fundamental components of open dialect showing and synergistic learning
6. Some open exercises to advance speaking
8. Things an educator ought to/ought not do in instructing talking. Explanations behind teaching Speaking is a significant piece of second dialect learning and instructing. The dominance of talking abilities in English is a need for a long time dialect or remote dialect learners. Our learners frequently assess their achievement in dialect learning and in addition, the viability of their English course taking into account the amount they feel they have enhanced in their talked dialect capability. Oral abilities have scarcely been disregarded in today's

²⁶Raman, Menasha. Sangeetha Sharma. Technical communication principles and practices. Oxford university press. New Delhi. 2004. P. no: 05. Print.

EFL/ESL courses (witness the enormous number of discussion and other talking course books in the business sector).

WHAT IS "Talking"? Talking is: The procedure of building and sharing importance using verbal and non-verbal images, in an assortment of connections" (Chaney, 1998, p. 13). Some Features of Spoken Discourse in every day life: Composed of thought units (consolidated short expressions and provisions)

- May be arranged (e.g., an address) or impromptu (e.g., a discussion)
- Employs more dubious (rather indistinct) or nonexclusive (basic) words than composed dialect. Utilizes altered expressions, fillers, and faltering markers;
- Contains slips and mistakes reflecting internet preparing;
- Involves correspondence (i.e., cooperation is together developed);
- Shows variety (e.g., amongst formal and easygoing discourse), reflecting speaker parts, talking reason, and the setting.

WHAT IS "Instructing SPEAKING»? Showing talking is to instruct our learners to: Produce the English discourse sounds and sound examples Use word and sentence stress, pitch designs and the mood of the second dialect. Select suitable words and sentences as indicated by the best possible social setting, group of onlookers, circumstance and topic. Arrange their contemplations in an important and intelligent succession. Use dialect as a method for communicating qualities and judgments. Utilize the dialect rapidly and unhesitatingly with couple of unnatural stops, which is called as familiarity.²⁷

THE RATIONALES FOR TEACHING SPEAKING COMMUNICATIVELY. For a long time, showing talking has been underestimated and English dialect educators have kept on showing talking generally as a redundancy of drills or retention of exchanges. Today's reality requires that the objective of showing talking ought to enhance understudies open skills, Only in that way, understudies can convey what needs be and figure out how to take after the social and social guidelines proper in each informative situation.

²⁷Staab, C. 1992. Oral language for today's classroom. Markham, ON: Pippin Publishing, pp-56

Understudies figure out how to talk in the second dialect by "associating «it is important for learners to perceive

1. The altogether different capacities talking performs in day by day correspondence, and

2. The diverse purposes for which our understudies need talking abilities. Informative dialect showing and communitarian learning. Informative Language Teaching and Collaborative Learning Communicative dialect educating depends on genuine circumstances that require correspondence. By utilizing this strategy as a part of ESL classes, understudies will have, the chance of speaking with each other in the objective dialect's educators ought to make a classroom domain where understudies have genuine correspondence, bona fide exercises, and important undertakings that advance oral dialect. This can happen when understudies work together in gatherings to accomplish an objective or to finish an errand. Case OF VARIOUS TYPES OF SPEAKING IN REAL-LIFE SITUATIONS

- Talking to a traveler sitting alongside you amid a plane• Chatting to a school companion in a container

- An understudy talking to his or her instructor while sitting tight for a class

- Telling a companion around a diverting weekend experience, and listening to him or her relate a comparative affair he or she once had. Classroom bunch talks and critical thinking exercises

- A class movement amid which understudies plan a poster• Discussing required PC repairs with a specialist

- Discussing touring plans with a lodging agent or visit guide

- Making a phone call to get flight information• Asking somebody for bearings in the city. Purchasing something in a shop• Ordering nourishment from a menu in an eatery

- Giving a class report around a gathering/individual assignment• Conducting a class debate• Giving a discourse of welcome

- Making a presentation• Giving a long talk Suggestions for Teachers in Teaching Speaking• Provide most extreme chance to understudies to talk the

objective dialect by giving a rich situation that contains communitarian work, true materials and assignments, and shared learning.

- Try to include every understudy in each talking movement; for this point, hone diverse methods for understudy cooperation. Diminish instructor talking time in class while expanding understudy talking time. Venture back and watch understudies.
- Indicate positive signs when remarking on an understudies' reaction.

- Ask inspiring inquiries, for example, "What do you mean? How could you have been able to you achieve that conclusion?" with a specific end goal to incite understudies to talk more. Give composed criticism like "Your presentation was truly extraordinary. It was a great job. I truly valued your endeavors in setting up the materials and productive utilization of your voice... "

- Do not right understudy's articulation botches all the time while they are talking.

Redress ought not to divert understudy from his or her discourse. Include talking exercises in class as well as out of class; contact other individuals who can offer assistance. Course around classroom to guarantee that understudies are in good shape and see whether they require your assistance while they work in gatherings or sets.

- Provide the vocabulary heretofore that understudies need in talking exercises.
- Diagnose issues confronted by understudies who experience issues in communicating in the objective dialect and give more chances to rehearse the talked dialect. An examination can be held for different reasons: to land at a conclusion, to share thoughts regarding an occasion, or to discover arrangements in their talk bunches'- Before the discourse, it is fundamental that the educator set the motivation behind the dialog action. Thusly, the examination focuses are applicable to this reason, so understudies do not invest their energy talking with each other about immaterial things. For instance, understudies can get to be included in concur/differ talks' In this kind of discourses, the educator can frame gatherings of understudies, ideally 4 or 5 in every gathering, and give disputable

sentences like "individuals learn best when they read versus individuals learn best when they travel"²⁸ . At that point every gathering takes a shot at their subject for a given time period, and presents their conclusions to the class. It is crucial that the talking ought to be similarly separated among gathering individuals.

- At the end, the class settles on the triumphant gathering who protected the thought in the most ideal way.

- This movement encourages basic deduction and fast basic leadership, and understudies figure out how to express and legitimize themselves in amiable ways while contradicting the others. For effective gathering dialogs, it is constantly better not to frame extensive gatherings, since calm understudies may abstain from contributing in expansive gatherings. Either the instructor can appoint the gathering individuals or the understudies may decide it without anyone else's input,

- However gatherings ought to be improved in each dialog movement so understudies can work with different individuals and figure out how to be interested in various thoughts.

- Lastly, in class or gathering talks, whatever the point is, the understudies ought to dependably be urged to make inquiries, rework thoughts, express bolster, check for elucidation, et cetera. Pretend

- in pretend, understudies imagine they are in different social connections and have an assortment of social parts.

- In pretend exercises, the instructor offers data to the learners, for example, who they are and what they think or feel.

- Thus, the instructor can tell the understudy "You are Ahmad, you go to the specialist and let him know what happened the previous evening, and,"²⁹Stages in a Role-Play Lesson

- 1.Introduction. Clarify the pretend setting, parts included, span, prerequisites, and etc.

²⁸Tam, M. (1997). Building fluency: a course for non-native speakers of English. English Teaching Forum, 35(1), 26.

²⁹Tanner .R. &Green.C.(1998) Tasks for teacher education. UK. Addisson Wesley Longman. Ltd pp.58-59

2. Appraisal. Make it clear to all understudies what viewpoints are to be surveyed in the pretend (e.g. dialect exactness, exertion, creative ability, outfits, properties, etc.)

3. Readiness. Permit enough time for understudies to set up their discoursed (if not accessible yet) four. Check Understanding. the instructor ought to guarantee that understudies comprehend what they need to do and are sure with the vocabulary utilized on the pretend gift before they begin.

5. Rehearse. Understudies are given time hone their discourse (in or out of class), and make the privilege mood.

6. Performance.

7. Criticism and Comment. The voice is receptive to feelings and now and then is 'blocked', which can avoid or thwart the statement of a scope of sentiments. Nonetheless, it is conceivable to utilize physical activity to create a more adaptable voice, similarly that individuals who use vocal sounds professionally take lessons, to guarantee that their voices are kept in a flexible condition and prepared to vocalize a scope of sounds.

2.3 The advancement of informative proficiency as the objective of talking

At the point when under anxiety an individual's breathing example will change. At the point when your muscles are strained you cannot utilize your lungs to their full limit, when a man is panicked or apprehensive, a typical side effect is pressure in the neck and shoulders. This happens in light of the fact that, when under weight, over-breathing has a tendency to happen. A lot of air is breathed in, however with quick breathing, there is insufficient time to breathe out and unwind.

Great breathing is crucial for two reasons:

1. By utilizing full lung limit the breath will bolster the voice and the voice will get to be wealthier, more full and more grounded. This will advantage people who have a little voice and who stress that they can't be heard when addressing a gathering of individuals. Volume is controlled in the stomach area not in the throat, so breathing to full quality will consider more noteworthy control of the voice.

2. Breathing profoundly and musically has a quieting and helpful impact as it discharges pressure and advances unwinding. People who are casual are more adjusted, open and certain. It is no incident that few religions use musical breathing procedures, for example, reflection, yoga and noiseless thought, and vocal discharge as serenades, mantras or song singing as helps to their commitments. By facilitating physical pressure, mental anxiety diminishes and the psyche is adequately liberated to take after imaginative interests.

1. Stand in a simple position with your feet one pace separated, with the knees "opened" and not unbendingly pushed back. Keep spine straight, head adjusted and confront muscles loose.

2. Breathe into a moderate check of three, and afterward out to a moderate tally of three.

3. Try not to raise your shoulders as you relax. Take in through your nose and out through your mouth. Deliberately think about your breath 'filling down' to the base of your lungs.

4. Put the palm of your hand level against your belly and feel the development. Push marginally against your hand as you take in and out.

5. Repeat this activity ten times.

Contingent upon how you feel following a few days of doing this activity, expand the forget about of the going breath from three to four, five and six step by step developing to ten preceding you have to take another breath. At that point forget about so anyone might hear on the going breath from one to ten. Rehash five times.

By working up your control of out-going breath, you will never solid "raspy" or feel you are 'coming up short on breath' when you address a gathering or a meeting.

See our Relaxation Techniques area for additional on breathing and unwinding.

The accompanying three center components of vocal creation should be comprehended for anybody wishing to wind up a successful speaker:

- Volume - to be listened.
- Clarity - to be caught on.
- Variety - to include interest. This is not an issue of treating the voice like the volume control on the TV remote. Some individuals have normally delicate voices and physically cannot roar. In addition, if the voice is raised excessively, tonal quality is lost. Rather than raising the voice, it ought to be 'anticipated out'. Support the voice with heaps of breath - the further you need to extend the voice out, the more breath you require.³⁰

At the point when conversing with a gathering or meeting, it is vital to never point your discussion to the front line or just to the general population closest you, however to deliberately extend what you need to say to those uttermost away. By building up a solid voice, rather than an uproarious voice, you will be seen as somebody positive.

Some individuals have a tendency to talk through grasped teeth and with little development of their lips. It is this powerlessness to open mouths and inability to make discourse sounds with accuracy that is the underlying driver of unintelligibility. The sound is bolted into the mouth and not let out. To have great verbalization it is imperative to unclench the jaw, open the mouth and give full advantage to every solid you make, giving careful consideration to the closures of words. This will likewise help your gathering of people, as a specific measure of lip perusing will be conceivable.

To make discourse powerful and fascinating, certain procedures can be connected. Be that as it may, it is vital not to sound false or as though, you are giving an execution. Whilst words pass on significance, how they are said reflects sentiments and feelings. Vocal assortment can be accomplished by varieties in:

- Pace: You talk at this pace. On the off chance, that discourse is too quick then the audience members will not have sufficient energy to acclimatize what is being said. All things considered, it is a smart thought to change the pace - reviving up now and again and after that backing off – this will look after interest.

³⁰Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. EnglishTeachingForum,47(1), 32-34.

- Volume: By raising or bringing down volume every so often, you can make accentuation. In the event that you drop your voice to very nearly a whisper, (the length of it is anticipated) for a sentence or two, it will make your group of onlookers all of a sudden alarm, be mindful so as not to abuse this system.

- Pitch - Inflection - Emphasis: When talking out in the open, attempt to pass on the data with however much vocal vitality and eagerness as could reasonably be expected. This does not mean your voice needs to swoop and plunge everywhere in an uncontrolled way. Attempt to make the discussion fascinating and recall that when you are apprehensive or even energized, vocal harmonies strained and abbreviate bringing about the voice to get higher. Stress certain words and expressions inside the discussion to pass on their significance and mix it up.

- Pause: Pauses are effective. They can be utilized for impact to highlight the former articulation or to pick up consideration before an essential message. Stops mean hush for a few moments. Audience members translate importance amid stops so have the mettle to stay quiet for up to five seconds – emotional delays like this pass on power and certainty.

The objective of showing talking abilities is informative effectiveness. Learners ought to have the capacity to make themselves comprehended, utilizing their present capability without bounds. They ought to attempt to maintain a strategic distance from disarray in the message because of defective elocution, sentence structure, or vocabulary, and to watch the social and social decides that apply in every correspondence circumstance.³¹

To help understudies create informative proficiency in talking, educators can utilize an adjusted exercises approach that consolidates dialect information, organized yield, and open yield.

Dialect info comes as instructor talk, listening exercises, perusing sections, and the dialect heard and read outside of class. It gives learners the material they have to start delivering dialect themselves.

Dialect info might be content arranged or shape situated.

³¹Гальскова Н.Д. Современная методика обучения иностранным языкам. Москва, 2000.

- Content-situated information concentrates on data, whether it is a basic climate report or a broadened address on a scholarly point. Content-arranged info may likewise incorporate portrayals of learning systems and case of their utilization.

- Form-arranged information concentrates on methods for utilizing the dialect: direction from the instructor or another source on vocabulary, elocution, and sentence structure (semantic capability); proper things to say in particular connections (talk skill); desires for rate of discourse, respite length, turn-taking, and other social parts of dialect use (sociolinguistic ability); and unequivocal guideline in expressions to use to request elucidation and repair miscommunication (key fitness).

In the presentation part of a lesson, a teacher joins content-situated and shape arranged information. The measure of information that is really given in the objective dialect relies on upon understudies' listening capability and on the circumstance. For understudies at lower levels, or in circumstances where a speedy clarification on a linguistic use subject is required, a clarification in English might be more suitable than one in the objective dialect.³²

For additional on info, see Guidelines for Instruction.

Organized yield concentrates on right shape. In organized yield, understudies may have choices for reactions, yet the greater part of the choices oblige them to utilize the particular frame or structure that the instructor has quite recently presented.

Organized yield is intended to make learners happy with delivering particular dialect things as of late presented, in some cases in mix with beforehand learned things. Teachers frequently utilize organized yield practices as a move between the presentation stage and the practice phase of a lesson arrangement. Course book practices additionally regularly make great-organized yield rehearse exercises.

³²Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам. Москва: Издательский центр Академия, 2006.

In open yield, the learners' fundamental reason for existing is to finish an assignment, for example, getting data, building up a trip arrange, or making a video. To finish the undertaking, they may utilize the dialect that the educator has quite recently introduced, however they additionally may draw on whatever other vocabulary, sentence structure, and correspondence methodologies that they know. In open yield exercises, the measure of achievement is whether the learner gets the message over. Exactness is not a thought unless the absence of it meddles with the message.

In regular correspondence, talked trades occur in light of the fact that there is some kind of data hole between the members. Open yield exercises include a comparable genuine data hole. With a specific end goal to finish the undertaking, understudies must decrease or take out the data crevice. In these exercises, dialect is an apparatus, not an end in itself.

In an adjusted exercises approach, the educator utilizes an assortment of exercises from these diverse classes of information and yield. Learners at all capability levels, including apprentices, advantage from this assortment; it is additionally inspiring, and it will probably bring about viable dialect learning.

- This article is composed for educators with substantial classes of understudies who have experienced a portion of the accompanying or comparative issues amid talking exercises in their classroom. Why would it be a good idea for us to show talking abilities in the classroom?

- Motivation
- Speaking is major to human correspondence
- Dealing with the contentions against showing talking aptitudes
- Student's will not talk or say anything
- When understudies work in sets or gatherings. They simply wind up talking in their own particular dialect

- When every one of the understudies talk together. It gets excessively loud and crazy and I lose control of the classroom. Why would it be a good idea for us to show talking abilities in the classroom? Numerous understudies liken having the

capacity to talk a dialect as knowing the dialect and subsequently see taking in the dialect as figuring out how to talk the dialect, or as Noonan composed, "achievement is measured as far as the capacity to do a discussion in the (objective) dialect." Therefore, if understudies do not figure out how to talk or do not get any chance to talk in the dialect classroom they may soon get de-propelled and lose enthusiasm for learning. Then again, if the right exercises are taught in the correct route, talking in class can be a considerable measure of fun, raising general learner inspiration and making the English dialect classroom a fun and element spot to be. Talking is principal to human correspondence. Simply think about all the diverse discussions you have in one day and contrast that and what amount composed correspondence you do in one day.³³ Which do you accomplish a greater amount of? In our everyday lives, a large portion of us talk more than we compose, yet numerous English instructors still invest the larger part of class energy in perusing and composing rehearse just about disregarding talking and listening aptitudes. Do you think this is a decent adjust? In the event that the objective of your dialect course is really to empower your understudies to impart in English, then talking abilities ought to be taught and rehearsed in the dialect classroom. Managing regular contentions against showing talking abilities in the classroom. Understudies will not talk or say anything

One way to tackle this problem is to find the root of the problem and start from there. If the problem is cultural, that is in your culture it is unusual for students to talk out loud in class, or if students feel really shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm. One way to do this is to distinguish your classroom from other classrooms in your school by arranging the classroom desks differently, in groups instead of lines etc. or by decorating the walls in English language and culture posters. From day one teach your students classroom language, keep on teaching it, and encourage

³³Зимняя И.А. Психология обучения иностранным языкам в школе. Москва, 1991.

your students to ask for things and to ask questions in English. Giving positive feedback also helps to encourage and relax shy students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skills and let the students know they are being assessed continually on their speaking practice in class throughout the term. A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we think they are and all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their L1. So maybe you need to take a closer look at the type of speaking activities you are using and see if they really capture student interest and create a real need for communication.

CHAPTER III The achievement of communicative purpose in ESL classes

3.1 Teaching dialogue and monologue as the form of speaking sub-skills

Another way to encourage your students to speak in English is simply to speak in English yourself as much as possible in class. If you are shy about speaking in English, how can you expect your students to overcome their fears about speaking English? Do not worry if you are not completely fluent or do not have that elusive perfect native accent, as Swain (1985) wrote "We learn to speak by speaking" and that goes for teachers as well as students. The more you practice the more you will improve your own oral skills as well as help your students improve theirs. When students work in pairs or groups they just end up chatting in their own language. Is the activity or task pitched at the right level for the students?

Ensure you give the understudies all the devices and dialect they should have the capacity to finish the undertaking. In the event that the dialect is pitched too high, they may return to their L1, moreover if the errand is too simple they may get exhausted and return to their L1. Additionally, know about the way that a few understudies particularly novices, will regularly utilize their L1 as a passionate backing at to start with, interpreting everything word for word to check they have comprehended the errand before endeavoring to talk. Because of these understudies, quiet as in all probability once their certainty develops in utilizing English their reliance on utilizing their L1 will start to vanish. Is it true that all are

the understudies effectively included and is the action fascinating? In the event that understudies do not have something to say or do, or do not feel the need to talk, you can make sure it will not be much sooner than they are visiting without end in their L1. Was the planning of the action great? The planning of a talking movement in a class can be pivotal here and there. What number of instructors have found that their talking action wound up as a continuation of the understudies soften time tattle led up the L1? After break-time, why not have a go at giving understudies a movement to quiet them down and make them center before endeavoring talking exercises that include gatherings or pair work. Another approach to debilitate understudies talking in their L1 is to stroll around the classroom checking their investment and giving backing and help to understudies as they need it. On the off chance that specific understudies hold on in talking in the L1 then maybe you ought to request that they stay behind after class and address them exclusively and disclose to them the significance of communicating in English and ask them for what valid reason they don't feel good talking in English in the class. Perhaps they simply require some additional consolation, they do not care for working with specific understudies, or there is some other issue that you can help them to determine.³⁴ When every one of the understudies talk, together it gets excessively boisterous and wild and I lose control of the classroom. Initially, isolate the two focuses a loud classroom and a wild classroom. A classroom loaded with understudies talking and cooperating in English, regardless of the fact that it is loud, is precisely what you need. Possibly, you simply feel like you are losing control because the class is all of a sudden understudy focused and not educator focused. This is a vital issue to consider. Learner-focused classrooms where learners do the talking in gatherings and learners need to assume liability for utilizing informative assets to finish an assignment are appeared to be more helpful for dialect learning than educator-focused classes (Long and Richards 1987). By and by, numerous classrooms everywhere throughout the world keep on being

³⁴Andrewes, Simon (2005) The CLT Police: Questioning the communicative approach. *Modern English Teacher* Vol 14. No 2

instructor focused, so the inquiry you need to ask yourself is, the manner by which learner focused is my classroom.

Losing control of the classroom, then again, is an alternate issue. At the end of the day strolling around and checking the understudies as they are working in gatherings can help, as you can actually move over to the part of the classroom where the clamor is originating from and quiet the rebel understudies down and center them back on the undertaking without disturbing whatever remains of the understudies who are functioning admirably in their gatherings. In the event that understudies truly get excessively boisterous then just, change the pace of the class and sort of movement to a more controlled errand, for instance an attention on structure or composing assignment where understudies need to work peacefully independently. Once the understudies have quieted down you can come back to the first or another intuitive gathering movement.

At the point when beginning to take in a dialect, ensure you have the right state of mind to it; an idealistic perspective is crucial and half of the fight in advancing in a dialect. What's more, you ought to unmistakably characterize your inspirations to discover that dialect and remember them all through the learning procedure. Attempt to get as much baffling study work off the beaten path as you can in your nation of origin; particularly expressions and vocabulary; this will permit you to exploit the nation and local people themselves for practice. It can be greatly scary for some individuals without arrangement before going. Get yourself an inexpensive phrasebook to keep in your pocket/purse to take out and study in little 2-minute windows during the day whenever you have to wait. There are actually lots of ways to squeeze more time out of your day and it all adds up quickly! Make sure to use fun memory techniques to forget all of those new words you are learning. Grammar is important, but unlike many linguists, I believe that it should be taken in very light chunks, and even partially ignored, in the early stages.³⁵ In my personal opinion, focusing on grammar too much in the early stages is a huge mistake in the academic approach. The priority is to speak as much as

³⁵Doman, Evelyn (2005) Current Debates in SLA. Asian EFL Journal Vol 7. Issue 4.

possible and you need words and phrases for this, not rules. Study grammar after you can communicate a little and it will be much more interesting and help you “tidy up” what you have.

If you would like to practice the language before travelling, then use Couch surfing to host natives of the language, who will be more than happy to help you! As a bridge to learning the language that you wish to learn, you can also try to learn Esperanto first, which you can practice in your home country and it can help you get used to the feeling of speaking another language, without worrying about complicated grammar and vocabulary, or being intimidated by the thought of speaking with natives.

By far, the most important advice I can give (and the “secret” of how I can actually learn languages) is not speak English. Please do not take this lightly. Depending on how serious you are about reaching the best level you can, this decision can make all of the difference. It is extremely hard because it can be very lonely and frustrating not being able to communicate all that you want when there may be so many other expats around ready to chat with you in your native-tongue, but I have to warn you that frankly I’ve met hundreds of aspiring learners who have failed in making much progress because of using English as the language that they socialize in. Many people learn languages very well while also speaking English in their spare time, but in my experience they do it much slower than those who are 100% dedicated.

This is why I can learn languages so quickly, and has nothing to do with magical or genetic talents. Not speaking English is a decision you have to make as soon as possible if you want to learn as quickly as possible. Do not wait until you are “ready”, because you may never consider yourself ready. Just speak! If you remember some conversational connectors, you can “fake” actual conversations with natives, even in the early stages.

As you are trying to make progress in the language, to help with your longer-term goal, try to have mini-goals that you can achieve in a very short time. This improves your motivation to study and helps you progress in measurable amounts.

One of them is to look forward to a particular meeting with a native and to study for that, but if you find that some natives prefer to speak to you in English, there are many ways to convince them to help you. However, when you are socializing with them, keep in mind that you do not need to drink to be able to speak the language.

When learning the language with a computer handy, you can use Google Image instead of a dictionary and use Google itself to correct your grammar. Note that to be able to travel to another country, you do not have to be rich. With my background, I managed to get work as an Internet-based freelance translator, but there are plenty of ways to be able to travel continuously or fund your language learning adventure. Try not to take it too seriously and have fun with your language! (See how much fun I was having with Italian for example?)

Thanks to those of you who have followed my language experiments these many years!

If you have any tips to add, or if you have any topics or questions that you would really like me to write a post about in the next month's then just leave a comment below (several posts this summer were inspired by comments!) Any questions about these summary or individual posts will always be welcome too!³⁶

Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- which they can use to help themselves expand their knowledge of the language and their confidence in using it. The instructors help students learn to speak so that the students can use speaking to learn.

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking.

³⁶Hu, Guangwei (2002) Potential Cultural Resistance to Pedagogical Imports: The Case of Communicative Language Teaching in China. *Language, Culture and Curriculum*

One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors

can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

3.2 Teaching discussion and debates as speaking is skills

Talking and speaking with individuals from different nations and distinctive societies is the thing that got me into this diversion in any case. To start with, it was so I could talk to that exquisite Italian young lady in the bistro where I worked in London. Second, it was so I could land a position in Paris and not need to backpedal to the UK, broke and with my tail between my legs. Later, it was so I could speak with each one of those astonishing individuals I continued meeting in Brazil and attempt to make sense of why they were so upbeat, and how I could be that glad as well! Even later, it was so I could get away from that outsider rise in Tokyo and really meet some genuine Japanese individuals. Talking, for me, is, fundamentally, what it is about. Likewise, for a great many people, it is the thing that they need to have the capacity to do, as well. Which is accurately why it sucks that talking is the hardest piece of taking in a remote dialect! In the event that you end up asking, "In what manner would I be able to begin talking?" this post is for you. Talking is intense in light of the fact that it happens continuously.

You need all the dialect you require readily available, use it in a way that sounds good to the individual you are conversing with, and do it easily and rationally enough that the discussion is not revoltingly agonizing for them. To aggravate matters, half or a greater amount of the talking amusement is reallytuning in! Having got your words out in an adequate request and ideally sounded good to the next individual, you then need to comprehend what they say back to you. I have found throughout the years that, as an apprentice in another dialect, centering a great deal on talking (utilizing exercises this way) can make them talk rapidly, yet can abandon you woefully not able to see enough of what the other individual says in a discussion.

On the other side, working a ton on your listening capacity will dependably help your talking, since you are adapting new words and expressions constantly, which you can convey in you, are talking immediately.³⁷In this way, in case you're simply beginning, and you're not in any distraught rush to begin talking, my best guidance for getting frantic talking abilities over the long haul is... you gotten it. You need to talk, you're prepared, you know an average measure of vocabulary as of now and you simply need to get out there and begin talking! Forget about it, I will let you know how to do it.

Normally, I find that five things keep me from talking when I am taking in another dialect

- 1.I don't recognize what to say

- 2.I don't know how to say it

- 3.I am stressed over not understanding the answer

- 4.Impostor disorder – i.e. "Why should I be conversing with that individual? I am only an imbecilic outsider who can't talk their dialect appropriately! Why are they going to need to converse with me? I'm going to humiliate the hellfire out of myself!"

- 5.Procrastination taking on the appearance of judgment skills – i.e. "I'll simply hone more, so I can get that opening line simply right, and afterward I'll go and converse with her!"

Do you perceive any of these emotions?

One and two we can take care of right at this point. #3, #4 and #5 are genuine, yet they are all in your mind. I have found that by reliably taking a shot at #1 and #2 – getting into a propensity for talking routinely in safe and non-undermining ways, your certainty develops and the hindrances that appear like such a major ordeal now begin to bit by bit blur away. Here are 13 approaches to begin, construct certainty and begin talking the dialect immediately. Some of them you can do from home, others are more significant to those living abroad. In any case,

³⁷Lowe, Mark (2005) The Shibboleths of TEFL: Straightening out our thinking Modern English Teacher Vol 14, No 1.

there is something here for you. You do not need to do anything immediately, however as you begin skimming the site, perhaps leaving a remark or two, you will begin to interface with individuals and get companion demands. Why is this imperative? At the point when the time desires you search for a dialect accomplice to work on talking, you will have an instant pool of individuals in that spot, and it is a great deal less demanding to do that with somebody you have an association with. Compose a monolog about anything under the sun in your objective dialect. Meanwhile, record yourself understanding it aloud. Contrast your rendition and the recording you get back. Utilize the sound from your course book. You know each one of those recorded discoursed you have been listening to. Do not simply tune in! Record yourself understanding them aloud and contrast it and the sound recording – play them facilitated. Utilize your SRS cheat sheet application to incite your talking. Duplicate an exchange you like from your course reading into one full sentence for each card, with the English interpretation on the back. Set application to show the English side of the card first. When it comes up, talk the interpretation so anyone might hear (do not mumble it under your breath – belt it out!). This is intense because it utilizes a jolt as a part of English to make them create full sentences in your objective dialect. Take in the verses to a tune. It may take a couple of weeks, however it is one of the best things you can do to begin talking, as you will be truly centered around proclaiming the words unmistakably. When you have learnt the verses, change it. Have a go at "talking" the melody instead of singing it. Take a stab at discussing the melody with the sentences backward request. Turned into a kid once more. As you stroll around the house, say what you see!³⁸ "There's a container on the table." Yes, it is trite, yet it is superior to not talking by any means! I recollect that this from perusing that highbrow work of fiction, the diversion (by Neil Strauss) once upon a time! The idea is this: Want to converse with somebody. Give yourself 3 seconds to make the methodology and begin the discussion. Any over three seconds and your self-

³⁸Sandra J. Savignon. 2001. "Communicative Language Teaching for the Twenty-first Century", Teaching English as a Second and Foreign Language, Ed. Marianne CelceMurcia, Heinel&Heinel

preservation impulse kicks in. You overthink, stress over what may turn out badly, and container out. Request headings. Yes, I know you know where you are going, however ask in any case! Requesting bearings is the most all around legitimate reason to stop and converse with an outsider – they will never scrutinize your thought processes! Figure out how to build up an enthusiasm for anything! When I lived in Japan , quick to begin associating with individuals, I'd see something that got my attention in a shop, eatery or display and so forth and ponder internally: "On the off chance that I was back home, it'd be absolutely typical for me to simply ask somebody what that is." Therefore, I would conjure the three-second govern and simply ask somebody: "Hey, do you comprehend what this is?" Conversation follows. I get apprehensive as well, much the same as others, however when you recollect that you generally have authorization to converse with individuals in the event that you have a veritable enthusiasm for something, then you don't have anything to fear. Regardless of the fact that you fall level all over, it is bona fide and the other individual would not fret. Learn stock expressions for ordinary circumstances. This is the "phrasebook approach". You comprehend what it resemble – once you really kick a discussion off, it is simple, right. Like summing up the valor to approach that young woman over the room, the discussion opener is the hardest part. Consider circumstances you frequently wind up in, and deliberately learn phrases you can use in those circumstances. On the off chance that you can begin the discussion easily, the rest is simple. Think: particular, ordinary circumstances where there is a possibility of striking up a discussion: "Do you mind on the off chance that I take this seat?"; "Are you holding up in line?"; "Would you be able to help me comprehend this name/sign/thing?"; "What time do you close today evening time?" Learn him or she, practice them, use them at each open door, then catch up and begin the discussion thrives.

Conclusion

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teacher's pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them. These are just some of the problems that teachers with large classes face when teaching speaking activities in the classroom. These problems are not new nor are the solutions offered above. Teachers all over the world continue to face the same hurdles, but any teacher who has overcome these difficulties and now has a large class of energetic students

talking and working in English in groups together will tell you it is worth all the trial and error and effort at the outset. If you believe in the importance of teaching speaking skills in the classroom but are having difficulties making speaking activities work in your classroom, why not contact your local teaching associations or branch of TESOL. Maybe they run workshops for teaching speaking skills, or maybe they can put you in contact with other teachers in similar situations but with more experience teaching speaking skills who will be willing to share their experiences with you.

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

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