TEACHING SPEAKING AND ITS' ROLE IN THE ENGLISH LANGUAGE CLASSROOM
ОБУЧЕНИЕ РАЗГОВОРНОЙ РЕЧИ И ЕЁ РОЛЬ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА
СУЙЛОО РЕЧИН ҮЙРӨТҮҮ ЖАНА АНЫН АНГЛИС ТИЛИН ҮЙРӨНҮҮДӨГҮ РОЛУ

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Annotations: This article addresses key issues and considerations for teachers wanting to incorporate speaking activities into their own teaching and also focuses on six common features of speaking, with practical activities and suggestions for teaching them in the language classroom.

В этой статье рассматривается ключевые предложения на рассмотрении учителей, желающих использовать игры для разговорной речи в обучении, и обосновывается на 6-ти общих особенностях разговорной речи.

Бул макалада сүйлөө кондумун өстүрүүнүн ар түрдүү ыкмалары жана өзгөчөлүктөрү сунушталып, мугалимдердин назарына коюлду.

This article addresses key issues and considerations forteachers wanting to incorporate speaking activities into their own teaching and also focuses on six common features of speaking, with practical activities and suggestions for teaching them in the language classroom. It is hoped that this discussion of speaking and its place in foreign language instruction, along with the activities, will encourage English-language teachers. The following six features of speaking will help language instructors to understand what speaking is and to provide classroom instruction and activities that advance their students' development of speaking knowledge and overall English speaking skills.

Six features of teaching speaking.

Feature 1: Ellipsis

Ellipsis is the omission of elements normally part of a certain structure and is found in both spoken and written English. For example:

« Do you have any questions?» (No ellipsis) «Any questions?» (Ellipsis-subject and verb omitted)

As Cullen and Kuo (2007) note, while ellipsis is found in both spoken and written English, situational ellipsis- omitting items that are apparent, given the immediate situation-is much more common in spoken English.

Feature 2: Heads

Heads, also known as left-dislocation, are a way to introduce and orient listeners to a topic before giving information on the topic (Cullen and Kuo 2007, 366). For example:

«The soccer game last night, it was really exciting. » (With head)

«The soccer game last night was really exciting. » (No head)

As Hughes and McCarthy (1998,) note heads are both « an act of sensitivity to the listener» and «a reflection of the exigencies of face-to-face interaction and real-time nature of talk».

Feature 3: Tails

Tails, also known as right-dislocation, are comments that are added to the end of a phrase. For example:

«My teacher is really nice, the one from America» (With tail)

«My teacher from America is really nice» (No tail)

Tails can be a whole phrase, as in the example, «It's very nice, that road up through Skipton to the Dales» (McCarthy and Carter 1995, 211), or they can consist of just one world, as in the example, «It's a serious picture, that » (Timmis 2002,).

Features 4 and 5 ; Fillers and backchannels.

Fillers are words and utterances like «er», «well», «hmm», «um», that do not have a specific meaning but rather fill time and allow the speaker to gather his or her thought. (Willis 2003). Backchannels, on the other hand, are words and utterances like «uh-huh», «oh», «yeah», thatare used to acknowledge what the speaker is saying and encourage him or her to continue. (Stenstrom 2004)

Both fillers and backchannels are common in English conversation because they serve important communicative and interpersonal functions, and it would be both difficult and awkward to have a conversation without them. (Willis 2003).

Features 6 Phrasal chunks.

Chunks are fixed words or phrases that can combine with other elements but act as ready-made lexical units of language, just as words do (Cullen and Kuo 2007).

Why do people speak?

- To give information, instructions, commands.
- To communicate to other people.
- To express their feelings, opinions.
- To discuss, to debate.
- To make a speech, a presentation.

It is very important to make careful lesson plans and use interesting and easily understandable activities for developing communicative skills of students.

A good speaking activity;

- Is purposeful and meaningful. Students should be given interesting activities that are relevant to the students in everyday life and communication needs.
- Gives learners opportunities to talk a lot. The task should require long answers, discussion or expressing opinions and should let students work in pairs or small groups.
- Has a task for speakers as well as for listeners. There should be either an information gap or an opinion gap,i.e. one of the speakers involved in the conversation knows something that others do not. This makes the communication life-like.
- Provides even participation. All students get chance to speak and participation is even, students try to talk a lot.
- Motivates learners. Learners are eager to speak because they are interested in the topic and have something to say about it.
- Requires language knowledge. Pre-teach or review the vocabulary or grammar students need to know to accomplish the task.
- Is time-bound. Give students specific time for the task. If the time is short, students will work harder. You can always give more time later if needed.

There could be some problems with speaking activities.

Problems with speaking activities

Problems with speaking activities	Solutions;
Inhibition. The students are worried about making mistakes, fearful of criticism or losing face of simply shy of the attention that their speech attracts.	-use group work, pair work. Some students don't want to speak in front of the full class. -group work and pair work builds confidence and allows all students a chance to speak.

Nothing to say.	-make a careful choice of a topic and task to stimulate interest. -base an activity on easy language. Students should speak fluently without difficulties. -make sure students know the vocabulary they will need for the activity. -give the model. Write the necessary phrases on the board. Practice pronunciation.
Mother tongue use. Students use Kyrgyz or Russian because it is easier; it is unnatural for some students to speak only English.	-Base an activity on easy Language. Students should speak fluently, without any difficulties. It is a good idea to teach or review vocabulary before activities start.

Types of speaking activities
There are basically three main types of speaking activities:
- Controlled speaking activities;
- Semi-controlled speaking activities;
- Free speaking activities.

Controlled speaking activities are those activities whish limit what to say and how to say it (vocabulary and grammar).For example, answering questions after reading or listening to a text, describing a picture, repeating sentences after the teacher etc.

Semi-controlled speaking activities are the activities partly limit what to say and how to say it (vocabulary and grammar).For example, the teacher might ask students to tell the class about their last weekend. Students have to use the Past Simple Tense, but can say whatever they want within the task.

Students are not limited anyhow in free speaking activities.for example, role-plays, debates, open-class discussions

Free speaking activities
Drama and role playing
Drama is an excellent way to get students to use a language. There are different types of drama activities that can be used in English classes:
- Role playing- students act out small scenes using their own ideas or from ideas and information on role cards.
- Simulation- this is a really large-scale role play. To create a business company, government body, school, hospital, shop and etc.
- Drama games-short games that usually involve movement and imagination.
- Acting play scripts. Short written sketches or scenes are acted by the students.
- Prepared improvise drama. Students in small groups invent and rehearse a short scene or a story that they then perform for the other.

Conclusion

A major goal of communicative language teaching is to develop students' abilities to communicate meaningful context. This article has outlined specific features of spoken English and shown their usefulness in meeting the demands of interactive, real-time conversation. As Basturkmen (2001,) points out, recent communication methodologies often focus on «activities to get students to speak, rather than on providing them with the means to interact.» It only makes sense, then, that in order for our students to communicate effectively in spoken English, they need to both recognize and use these features of spoken English, this article outlines a variety of

activities for teaching features that contribute to the development of fluency by allowing students to adapt to the pressure of real-time communication (Mumford 2009).

By incorporating a few of the suggested activities into English classes, teacher can both help students interact in English and prevent them from sounding like an inauthentic English textbook.

References:

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