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DEPARTMENT OF METHODS OF TEACHING ENGLISH

English Teaching Methodology
Course of lectures

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Предлагаемое пособие включает курс лекций по основным проблемам методики обучения английского языку. Пособие предназначено студентам, аспирантам и учителям, изучающим методику английского языка.

Preface

The present summary of the course of Methods of Teaching English in secondary schools is based primarily on the course of English Teaching Methodology delivered in the Department of Methods of Foreign languages of the Jalalabat State University.

This summary of lectures is addressed principally to three audiences:

1. to the large group of already-practicing teachers in Kyrgyzstan;
2. to the even larger group of university-level students who are studying to become English teachers;
3. to postgraduate students.

This book examines the diversity found in language teaching today, looking at three traditional approaches to language teaching, four communicative approaches, and three innovative approaches.

Each chapter of the book contains, in addition to detailed consideration of a wide variety of techniques, a number of activities that teachers can perform that tie the content of the book directly to the teachers' responsibilities in their classes. We are confident that this book will enable language teachers to increase their effectiveness while at the same time making their task an easier and more enjoyable one.

The ideas and activities suggested here are the outcome of over long years' experience in EFL teaching and teacher education. One of the purposes of the book is to provide something very practical, and indeed many of the suggestions and activities could be put into effect immediately.

The teachers prepared the following course of lectures:

Kochkorbaieva L.S., Murzaliev M.A. – "A Variety of Methods"
Jachibekova A.J.   –"Technical aids in teaching English"
Kalyeva G.T., Matkadyrova A.A. – "Teaching Pronunciation"
Mambetalieva A.B.   – "Teaching Vocabulary"
Junusbaieva A. J.   – "Teaching Grammar"
Teshebaev T.A.   – "Teaching Reading"
Orozbaieva G.A.   – "Teaching Writing"
Isabaieva I.A.   – "Teaching Listening"
Kerimberdieva A.D.   – "Teaching Speaking"

<center>**A variety of methods**</center>

1. Techniques, Approaches and Methods.

When we use the word approach we meant that an idea on theory is being applied: that whatever the teacher does, certain theoretical principles are always born in mind.

The word approach is much more general and has the implication that whatever method or techniques the teacher uses, he does not feel bound by these, but only by the theory in which he believes. If he finds new and better methods or techniques which will fit in with his approach, then he will adopt these.
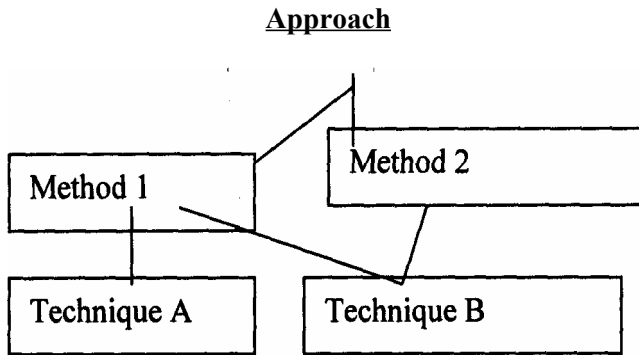
<center>**Approach**</center>

It follows from this that different approaches may share the same techniques and even the same methods: and different methods may share the same techniques.

When we talk about **techniques,** we mean a procedure used in the classroom. The word technique is the narrowest term, meaning one single procedure.

Finally, a **method** is a set of procedures or a collection of techniques used in a systematic way, which it is hoped, will result in efficient learning. A method will consist of a number of techniques probably arranged in a specific order.

We will take a brief look at the following methods of language teaching which have been used at various times in the century.

To begin with it is certainly true that all (four) methods have survived and are still being used by some teachers somewhere in the world. However all these methods are classic examples -and offer a clear picture of the way language teaching has developed in the present country.

The methods are divided into:

Traditional methods:
- Grammar translation method
- Direct method
- Audio-lingual method

Communicative language teaching:
- Communicative approach]
- Total physical approach
- Natural approach
- Competency- Based approach

Innovative language teaching:
- Silent way
- Community language teaching
- Suggestopedia

The **Traditional method** is characterized by (1) the use of the native language for explanation, (2) deductive explanation of grammar and use of grammar exercises, (3) the development of all the language skills: hearing, speaking, reading and writing from the beginning of the course. This method is called traditional because it has been prevalent in schools for a long time. The founders of Grammar - Translation method were

 B. Gumbold and G. Olendor.

The Grammar -Translation method was the oldest one which was practiced in Latin schools in the 18 and 19 centuries. The **Basic Task** of G. T. M was first writing and reading, then hearing and speaking. In teaching a foreign language by Grammar Translation Method attention was paid to the assimilation of grammar rules of the foreign language that pupils studied. Translation was extensively utilized both as a means of explanation of new words grammar forms, and structures, and as a means of mastering the foreign language, all exercises for assimilating the language material being limited to translation the language from the mother tongue into the foreign language and from the foreign language into the mother tongue.

The founders of textual - Translation method Zh. Zhakoto,
 G. Langensheid, Sh. Tussen attracted attention to teaching reading texts.

Passages are selected from authors such as Mark Twain, Charles Dickens. These passages are read and then comprehension questions are asked and answered, first orally, then in writing.

May also be used teacher-student interaction and seldom student -student exchanges.

The role of the teacher is traditionally authoritarian one and the role of the student is to obey and they do as he says so they can learn what he knows.

Principles of the Grammar-translation method

Principles of the Grammar-translation method are organized below by answering the ten questions:

1. What are the goals of teachers who use the Grammar-translation method?

According to the teachers who use the grammar-translation method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target language. In addition, it is believed that studying a foreign language provides students with good mental exercise, which helps develop their minds.

2. What is the role of the teacher? What is the role of the students?

The roles are very traditional. The teacher is the authority in the classroom. The students do as he says so they can learn what he knows.

3. What are some characteristics of the teaching/learning process?

Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the foreign language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native language equivalents for foreign language vocabulary words.

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

Most of the interaction in the classroom is from the teacher to the students. There is little student initiation and little student-student interaction.

5. How are feelings of the students deal with?

There are no principles of the method, which relate to this area.

6. How is language viewed? How is culture viewed?

Literary language is considered superior to spoken language and is therefore the language students' study. Culture is viewed as consisting of the literature and fine arts.

7. What areas of language are emphasized? What language skills are

emphasized?

Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little, if any, attention.

8. What is the role of the students' native language?

The meaning of the target language is made clear by translating it into the students' native language.

9. How is evaluation accomplished?

Written tests in which students are asked to translate from their native language to the target language or vice versa are often used. Questions about the foreign culture or questions that ask students to apply grammar rules are also common.

10. How does the teacher respond to students' errors?

Having the students get the correct answer is considered very important. If students make errors or don't know an answer, the teacher supplies them with the correct answer.

Direct method

Direct Method –is called direct because in teaching a foreign language an attempt is made to establish a direct connection between a foreign word and the teaching it denotes without the aid of the native language. It appeared as a reaction against the grammar-translation method at the 19th and in the beginning of the 20th century.

The most orthodox advocates of the direct method were F. Gouin, M. Berlitz, M. Walter, B. Eggart.

Then prominent English methodologists H. Palmer and M. West continued the methodology studies.

The primary task of the Direct Method was first speaking, then reading, writing.

The rapid development of various branches of industry and tremendous development of international trade and colonial expansion required plenty of officials who had a practical mastery of the language, people who could speak and write a foreign language and be able to communicate with foreigners. So practical mastery of a foreign language because main purpose of teaching this subject at school.

The four language skills are taught from the very beginning, but a special emphasis is placed on speaking classes start with reading aloud of

a specially graded texts, which introduces the lesson's vocabulary and grammatical structure.

Practice follow with exercises such as guided conversation, where the teacher asks questions on the text and the students' answer using full sentences. Students will then ask each other similar questions. Other practice exercises include filling-in-the-blanks, dictionary, controlled composition or listening comprehension exercises.

Grammar is taught inductively that is to say, language patterns are presented and practiced, but the roles are not explicitly given.

In Direct method teacher uses mime, demonstration and visual aids to help students understand grammar and vocabulary. The teacher introduces a new target language word or phrase, he demonstrates meaning through the use of realia, pictures, or pantomime: he never translates it into the students' native language. Students speak in the target language in great deal and communicate as if they were in real situation.

The interaction goes both ways, from teacher to students and from student to teacher, although the latter is often teacher directed. Students converse with one another as well.

Language is primarily spoken, not written so students study common, everyday speech in the target language and the geography of the "countries" where the language is spoken, and information about the daily lives of the speakers of the language.

Principles of the direct method.

Now let us consider the principles of the Direct Method as they are arranged in answer to the ten questions posed earlier:

1. What are the goals of teachers who use the Direct Method?

Teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do it successfully, students should learn to think in the target language.

2. What is the role of the teacher? What is the role of the students?

Although the teacher directs the class activities, the students' role is less passive than in the Grammar-Translation Method. The teacher and the students are more like partners in the teaching/learning process.

3. What are some characteristics of the teaching/learning process?

Teachers who use the Direct Method believe students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates

it's meaning through the use of realia, pictures, or pantomime; he never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situation. In fact, the syllabus used in the Direct Method is based upon situations or topics. Grammar is taught inductively; that is the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.

4. What is the nature of student-teacher interaction? What is the nature of student-student interaction?

The initiation of the interaction goes both ways, from teacher to students and from student to teacher, although the latter is often teacher-directed. Students converse with one another as well.

5. How are feelings of the students dealt with?

There are no principles of the method, which relate to this area.

6. How is language viewed? How is culture viewed?

Language is primarily spoken, not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken, and information about the daily lives of the speakers of the language.

7. What areas of language are emphasized? What language skills are emphasized?

Vocabulary is emphasized over grammar. Although work on all four skills(reading, writing, speaking and listening) occurs from the start, oral communication is seen as basic. Thus the reading and writing exercises are based upon the students practice orally first. Pronunciation also receives attention right from the beginning of a course.

8. What is the role of the students' native language?

The students' native language should not be used in the classroom.

9. How is evaluation accomplished?

We didn't actually see any formed evaluation in the class we observed; however in the Direct Method, students are asked to use the language, not to demonstrate their knowledge about language. They are asked to do so using both oral and written skills. For example, students might be interviewed orally by the teacher or might be asked to write a paragraph about something they studied.

10. How does the teacher respond to students' errors?

The teacher, employing various techniques, try to get students to self-correct whenever possible.

Audio-lingual method

Audio-lingual method was developed in the United States during World War II. At that time there was a need for people to learn foreign languages rapidly for military purposes. As we have seen the Grammar-translation did not prepare people to use the target language while communication in the target language was the goal of the Direct Method, there were at the time exciting new ideas about the language and learning emanating from the disciplines of descriptive linguistics and behavioral psychology. These ideas led to the development of the Audio-lingual Method. Some of the principles are similar to those of the Direct Method, but many are different, having been based upon conceptions of language from these two disciplines. In the Audio-lingual method, skills are taught in the natural order of acquisition: listening, speaking, reading and writing. Audio-lingual classes begin with a dialogue, which introduces the lesson's sentence patterns. The students memorize this dialogue and then practice grammar patterns, sentence patterns again grammar patterns in drills such as listen and repeat, substitution, chain and transformation. The main basic task of Audio-lingual Method is listening and speaking comprehension. Writing is the secondary, children normally learn spoken language before they learn written language.

Principles of Audio-Lingual Method

1. Having used Audo-lingual Method teachers' goal: teachers want their students to be able to use the target language communicatively. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

2. The role of the teacher is like an orchestra leader, directing and controlling the language behavior of the students. She is also responsible for providing the students with a good model for imitation. Students are imitators of the teacher's model or the tapes'/the supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible.

3. Some characteristics of the teaching learning process are: new vocabulary and structures are presented through dialogues. The dialogues are learned through imitation and repetition.

Drills -such as repetition backward build-up, chain substitution,

transformation and question and answer are conducted based upon the patterns present in the dialogue.

Grammar is inducted from the examples given; explicit and grammar rules are not provided. Students' reading and writing work is based after the oral work they did earlier.

4. Interaction. There is student-to-student interaction in chain drills or when students take different roles in dialogues, but the interaction is teacher -directed. Most of the interaction is between teacher and students and is initiated by the teacher.

Communicative language teaching

The late 1960s saw a shift in focus from the Audio-lingual Method and its prototypes to communicative language teaching.

This shift evolved partly as a result of studies carried out by the Counsel of Europe, which began to identify the language needed in a variety of social situations. The emphasis is placed on using the target language to accomplish a function such as complaining, advising, or asking for information. Attention is paid to the social context in which this function takes place. When we communicate, we use the language to accomplish some function, such as arguing, persuading, or promising. And we carry out these functions within a social context. A speaker will choose a particular way to express his argument not only based upon his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person is. For example, he may be more direct in arguing with his friend that with his employer. All four language skills are taught from the very beginning. In speaking skills the aim is to be understood, not to speak like a native. In the sequencing of lessons, priority is given to learner interests and needs. This is in contrast to a grammar driven method, which may start with verb tenses, and work through from the present simple to the conditionals. In the Communicative Approach, if a leaner needs to know how to give advise (If I were you, I would... ") then this conditional is taught. Interaction between speakers and listeners or readers and writers is at the root of all activities. Learners usually work in pairs or groups for the role play, information sharing, or problem solving.

Principles of Communicative Approach

1. The goal of the teacher in using Communicative Approach is to have one's students become communicatively component. While this has been the stated goal of many of the other methods, in the Communicative approach the notion of what it takes to be communicatively component is much expanded. Communicative competence involves being able to use the language appropriate to a given social context.

2. The role of the teacher /students? The teacher is a facilitator of his students' learning. He is a manager of classroom activities. During the activities he acts as an advisor, answering students' questions and monitoring their performance. At the other times he is a "Co-communicator" -engaging in the Communicative activity along with the students. The students are in the role of communicative by communicating

3. The role of the students' native language has no particular role in the communicative approach. The target language should be used not only during communicative activities to the students or in assigning homework.

4. What language skills are emphasized from the beginning?

The teacher evaluates not only his students' accuracy, but also their fluency.

F. e In order to assess their writing skill, a teacher might ask his students to write a letter to a friend.

Total physical response (TPR) and Natural Approach

TPR is a language teaching methods build around the coordination of speech and action. It means to teach language through physical activity. The natural approach shares with TPR an emphasis on exposing the learner to hearing and understanding the language before requiring the learner to speak.

The method is an example of a new general approach to foreign language instruction which has been named the "comprehensive approach". Because it gives the importance to the listening comprehension.

In the TPR students listen and response to the spoken target language commands of their teacher. Listening, speaking, reading and writing language skills are taught. Both approaches believe that language acquired, not learned.

Both the natural approach TPR focuses on the importance of listening

acquisition. The learners' mother tongue is seldom used meaning is made clear by mime, drawing.

When presenting the teacher has to be prepared to speak mime, drawer use real objects, to get your meaning actress.

Principles of Total Physical Response

1. What are the goals of teachers who use the Total Physical Response Method?

Teachers who use the Total Physical Response Method believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In fact, the TPR Method was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency.

2. What is the role of the teacher? What is the role of the students?

Initially, the teacher is the director of all student behavior. The students are imitators other nonverbal model. At some point some students will be "ready to speak". At that point there will be a role reversal with individual students directing the teacher and the other students.

3. What are some characteristics of the teaching/ learning process?

The first phase of a lesson is one of modeling. The instructor issues commands to a few students, then performs the actions with them. In the second phase, these same students demonstrate that they can understand the commands by performing them alone. The observers also have an opportunity to demonstrate their understanding.

The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous. After learning to respond to some oral commands, the students learn to read and write them. When students are ready to speak, they become the ones who issue the commands. After students begin speaking, activities expand to include skits and games.

4. What areas of language are emphasized? What language skills are emphasized?

Grammatical structures and vocabulary are emphasized over other language areas. These are embedded within imperatives. The imperatives are single words and multi-word chunks. One reason for the use of imperatives is their frequency of occurrence in the speech directed at

young children learning their mother tongue.

5.   What is the role of the students' native language?

The method is usually introduced in the students' native language. After the introduction, rarely would the mother tongue be used. Meaning is made clear through body movements.

Competency - Based Approach

The Competency-Based Approach focuses on acquiring life coping skills. This approach **is** based on theories of adult learning, which state that for effective learning to take place, adults **to** know that what they are studying will improve their lives. The approach has been developed and applied in the United States to help immigrants and refugees learn English and life skills at the same time. It is also used in vocational training.

The learners needs dominate in the Competency -Based Approach. Language skills and grammar and vocabulary are sequenced according **to the** learners needs. Translation is used only if necessary for communication. Context is used as much as possible to help the learner deduce meaning. Authentic materials are used the learner is encouraged to practice the language by performing real tasks outside of the classroom, such as giving a massage to another English speaking teacher. Like the communicative approach, the competency -based approach bases its activities on interaction. Pair of work and group are used to generate communication in activities such as problem solving and filling information gaps. In one types of information gap exercise, learner is asked to find someone with the same information he or she has. In "Find your partners" the teacher hands out eleven pictures to learners and keeps the twelfth. The teacher then describes his or her picture and asks any learners who think they may have the same pictures to raise their hands. The teacher questions those who raise their hands. Through this process of asking questions it will become clear that while all the pictures **in** the group are similar, only one other picture is exactly the same.

Innovative Language Teaching

Innovative language Teaching consists of: Silent way, Suggestopedia and Community language learning.

Innovative language teaching different learning styles have to be taken into account.

Working together as a group is a vital part of language learning, group members support each other, and interaction between them provides real need for communication and an opportunity to practice the target language.

Silent Way -here learners are actively responsible for their own learning. Learning a language is seen not as a process of habit formation, as is advocated by the Audio-Lingual Method, but rather a process whereby the learner discovers the rules of the target language and then applies those rules to understand and use the language. In other words learning is more effective if learners discover the rules themselves, rather then just remembering and repeating what is to be learned.

A basic task of the silent way - is that the teacher should talk as little as possible and should encourage the leaner to speak as mush as possible.

After presenting the new material the teacher should divide the class into several groups and gives the task. Then he should step aside and just to observe how his students working and to help them when they need him or ask him for a help.

All four-language skills are taught from the beginning. And this approach is used with small groups. It has a lot of principles:

1. The teachers' goal of using Silent Way is: students should be able to use the language for self-expression to express their thoughts, perceptions, and feelings. In order to do this, they need to develop independence from the teacher to develop their own inner criteria for correctness. Students become independent relying on themselves.

2. The role of the teacher/students? The role of the teacher is technician or engineer. The role of the students is to make use of what they know, to free themselves of any obstacles that would interfere with giving their utmost attention to learning task.

3. Student- teacher interaction, the teacher is silent when he speaks, it is to give clues. Student-student verbal interaction is desirable.

4. How to correct student's errors? The teacher works with the students in getting them to self-correct. If the students are unable to self-correct then the teacher would supply the correct language, but only as a last resort.

5. The students' native language is used to give instructions when necessary to improve pronunciation.

Suggestopedia

Suggestopedia - The founder of Suggestopedia George Lazanov believes that language learning can be more efficient if the psychological barriers to learning are lowered. He believes that learners raise these barriers and limit themselves because of fear of failure. In order to make better use of learners' capabilities, Lasanov has developed a process of "desuggestion", which he has applied to language learning.

Suggestopedia, the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that that they can not be successful and thus, to help them overcome the barriers to learning.

In Suggestopedia, great attention is paid to the environment. The seating is as comfortable as possible, the lighting is not harsh, and the music plays in the background. Colorful posters and charters are pinned to the wall. The posters show attractive sights in the target language. The charts contain grammatical information, which in casual (причинный). Reading, the students will absorb without conscious effort.

In Suggestopedia teachers tone is always calm as students are reassured that language learning is easy and fun. At the beginning of the lesson, the teacher briefly presents the vocabulary and grammar. The text for the day is given to the students. In the left column it is in the target language and in the right column it is in the students' mother tongue.

The teacher reads the texts while the music plays in the background.

The students relax, close their eyes and listen. For home work, the students are asked to read the text just before going to bed and on getting up in the morning. The teacher leads the class in role play, question and answer, and other activities based on the text. During these activities students are invited to use their imagination; and to take on new names and new personalities in the target language. They are encouraged to visualize themselves as successful people in their new identities, with exciting jobs and a good standing in the community.

Principles of Suggestopedia

1. What is the role of the teacher/ students?

The teacher is the authority in the classroom. In order for the method to be successful, the students must trust and respect her. Students trust the teacher, they can undergo infantilization-adopting a child like role on the teacher imitates.

2. Student-teacher/student-student interaction. The teacher initiates

interactions with the whole group of students and with individuals right from the beginning of a language course. Later the students have more control of the target language and can respond more appropriately and even initiate interaction themselves. Students interact with each other from the beginning in various activities directed by the teacher.

3. Feelings of the students. A great deal of attention is given to students' feelings in this method. The psychological barriers that students bring with them be desuggested. Direct and indirect positive suggestions are made to enhance students' self-confidence and to convince them that success is obtainable. Students also choose target language names on the assumption that a new identity makes students feel more secure and thus more open to learning.

4. What areas of language are emphasized?

Vocabulary is emphasized. Students also read the target language (dialogues) and write(compositions), and speaking communicatively is emphasized.

5. Evaluation usually is conducted on students' normal in-class performance and not through formal tests,

6. The students' errors are not corrected immediately, it can be done later on during class.

Community Language Learning

Community Language Learning is to involve the learners' whole personality. The teacher is the counselor who gives assistance and support to the learners, who are clients. The teacher's role is to understand the learner's fears. The relationship between the teacher and learner and between the learners themselves, therefore take on great importance. This method advises teachers to consider their students as "whole person". Whole person learning means that teachers feelings and intellect, but also have some understanding, of the relationship among students physical reactions, and then- desire to learn.

The CLL Method takes its principle from the more general Counseling -learning approach developed by Charles A. Curran.

A. Curran studied adult learning for many years. He discovered that adults often feel threatened by on new learning situation. Curran believed that the way to deal with the fears of students is for teachers to become "language counselors ", who give assistance and support to the learners who are the clients.

The teacher by understanding the students' fears and being sensitive to them, he can help students overcome their negative feelings and turn them into positive energy to further their learning. The focus is initially on listening and speaking. Grammar rules are explained and translation are used, when necessary to give learners a sense of security and control over the situation.

CLL class goes as follows: the learners form a small circle. A learner whispers in his or her native language, what he or she wants to say to the teacher. The teacher translates and the learners repeat the teacher's translation. The learners' repetition recorded on a tape recorder.

This process is repeated with other learners in the group, until an entire group discussion, in the target language, has been recorded. This conversation is then transcribed and the teacher and learners discuss the transcription.

Principles of Community language learning

1) The goals of the teachers who use this CLL method are: teacher wants the students to learn how to use the target language communicatively. In addition, they want their students to learn about their own learning, to take increasing responsibility for it. Teacher and learner treat each other as a whole person and don't separate each other's intellect from his or her feeling.

2) The role of the teacher/student ?

The teacher's initial role is that of a counselor and the student is very dependent upon the teacher. He is a " client" of the "counselor ".

3) Interaction. The CLL method is neither student-centered, nor teacher-centered but rather teacher-student -centered with both being decision makers in the class.

Building a relationship with and among students is very important. In a trusting relationship, the thread that students feel is reduced. Students can learn from their interaction with each other as well as their interaction with the teacher.

4) Four skills are emphasized; understanding and speaking the language. Reading and writing are also worked on.

Technical Aids in Teaching English

To teach a foreign language effectively the teacher needs teaching aids and teaching materials. During the last few years important developments have taken place in this field. As a result there is a great variety of teaching aids and teaching materials at the teacher's disposal in order to arouse the interest of his students and retain it throughout the lesson which is possible only if the students are actively involved in the very process of classroom learning.

Teaching aids are various devices which can help the foreign language teacher in presenting linguistic material to his students and fixing it in their memory, in testing their knowledge of new vocabulary, grammar items, their habits and skills in using them.

Teaching aids may be grouped into:

1. non-mechanical aids;
2. mechanical aids;

Non-mechanical aids are:

A blackboard, the teacher turns to the blackboard whenever he needs to write something while explaining some new material to the students, correcting their mistakes, or arranging the class to work at some words or sentence patterns, etc. The blackboard can also be used for quick drawing to supply students with "objects" to speak about.

Unfortunately many teachers do not make full use of the blackboard or they use it badly by neglecting to take the points into consideration. The teacher should try to involve his students as much as possible. The following are just a few ways of doing this:

1. Talk to the students as you are writing and turn round frequently to face them.
2. Ask the students what to write as often as possible and get exampled from them.
3. Ask them what they think this word or picture is going to be.
4. Ask them to spell the difficult words for you.
5. When writing try standing on the right of the board as the students see it. This has the advantage of forcing you to write in straight lines: you are facing the class and what you write is revealed to the class as it goes up.

Many teachers are reluctant to try their hand at board drawing, saying that they can't draw, often without ever having tried. However, simple stick figures are not beyond even the most hopeless artists and with a little practice, every teacher can learn enough to draw simple pictures for drills or picture compositions.

A flannelboard (a board covered with flannel or soft fabric for sticking pictures on its surface), it is used for creating vivid situations which would stimulate students' oral language. The use of flannelboard with cut-outs prepared by the teacher or students leads to active participation in the use of the target language, as each student makes his contribution to working out "a scene" on the flannelboard.

A lantern which is used for throwing pictures onto a screen.

Mechanical aids are:

Computer, is a machine that performs calculations and processes information with a high speed and precision. A computer can handle vast amounts of information and solve complicated problems. It can take thousands of individual pieces of data and turn them into more usable information - with blinding speed and accuracy. They provide businesses, governments, individuals, and institutions with an efficient way to manage large amounts of information. The value of computers lies in their ability to perform certain basic tasks extremely quickly, these tasks include:

1. solving numerical problems;
2. storing and retrieving information;
3. creating and displaying documents and pictures;

Computers help people develop and test scientific theories. *A theory* is a proposed explanation for how or why something happens and computers are useful in evaluating theories about things that are difficult to observe and measure.

People use computers to store unbelievably large quantities of information. Information stored in a computer is called *database*. Databases can be enormous- for example, a nation's entire census might be contained in a single database. A computer can search a huge database quickly to find a specific piece of information. In addition, the information can be changed easily and quickly-often in less than a second.

Computers also can be used to communicate information over long distances. They can send information to each other over telephone lines. As a result, computers keep banks, newspapers, and other institutions supplied with up-to-the-minute information. A computer network consists of vary computers in separate rooms, buildings, cities, or countries, all connected together. Computer networks allow people to communicate by using electronic mail- a document typed into one computer and "delivered" to another. Such documents generally travel in only a few seconds, even if they are being sent over a long distance.

Tape-recorders (ordinary and twin-track): the same tape may be

played back as many times as it necessary, the twin-track tape-recorder allows the student to play back the tape listening to the speaker's voice and recording his own on the second track, the lower one, without erasing the first track with the voice of the speaker, the tape recorder is considered to be the most important aid in teaching and learning the foreign language. The tape-recorder has come to be an available aid to the language learner and teacher, and after the blackboard, is one of the most commonly used pieces of equipment in the classroom.

A record player is also an audio equipment available everywhere, it is the supplement to contemporary textbooks and other teaching materials as they are designed to be used with the long-playing record which accompany them.

Epidiascope used for projection or illustrations and photographs.

A filmstrip projector which can be used in a partially darkened room. It is very useful with large classes as the teacher can face the class as he writes. It is also less messy than chalk.

Television and radio equipment: television would make it possible to determine the language in increasingly varied everyday situations, students are invited to look, listen, and speak ; television and radio programs are broadcast, but it is not always easy for teachers using these programs to synchronize their lesson time with the time of the television or radio transmissions.

Teaching machines which can be utilized for presenting information to the students for drilling or testing: the teaching machine can provide an interaction between the student and the "program", the learner obtains a stimulus and a feed-back from his response, thus, favorable conditions are created for individual students to learn vocabulary, grammar reading, etc.

A language laboratory – it is a special classroom designed for language learning. It is equipped with individual private or semi-private stalls or booths. They are connected with a network of audio wiring, the nerve center of which is the monitoring console which has a switch board and tape decks, making it possible to play tapes and send the program to all or any combination of booths. The teacher at the monitoring console can listen in, or can have a two-way conversation with any student. The language laboratory keeps a full class of students working and learning for the entire period, and thus enables the teacher to teach the foreign language more effectively.

The use of teaching aids is very demanding on the teacher. He must know about each aid described above, be able to operate it, and train

students to use it. He should also know what preparations must be made for classroom use of each of these teaching aids, and what teaching materials he has at his disposal.

When used in different combinations teaching aids can offer valuable help to the teacher of a foreign language in making the learning of English more effective for students.

Teaching Materials

Teaching materials are the materials which the teacher can use to help students learn a foreign language through visual or audio perception. They must be capable of contributing to the achievement of the practical, cultural, and educational aims of learning a foreign language. Good teaching materials will help greatly to reinforce the students' initial desire to learn the language and to sustain their enthusiasm throughout the course.

The following teaching materials are in use nowadays: teacher's books, students' books, visual materials, audio materials, and audio-visual materials.

A teacher's book must be comprehensive enough to be a help to the teacher. This book should provide all the recorded material, summaries of the aims and new teaching points of each lesson, a summary of all audio and visual materials required, suggestions for the conduct of the lesson and examples of how the teaching points can be developed.

Students' books must include textbooks, manuals, supplementary readers, dictionaries, programmed materials.

The textbook is one of the most important sources for obtaining knowledge. It contains the material at which students work both during class-periods under the teacher's supervision and at home independently. The textbook also determines the ways and the techniques students should use in learning the material to be able ti apply it when hearing, speaking, reading, and writing. The modern textbooks for teaching a foreign language should meet the following requirements:

1. The textbooks should provide students with the knowledge of the language sufficient for developing language skills, they must include the fundamentals of the target language.
2. They should ensure students' activity in speaking, reading, and writing, they must correspond to the aims of foreign language teaching.

3. The textbooks must extend students' horizon, the material of the textbooks should be of educational value.
4. The textbooks must arouse students' interest and excite their curiosity.
5. They should have illustrations to help students in comprehension and in speaking.
6. The textbooks must reflect the life and culture of the people whose language students study.

Each textbook consists of lessons or units, the amount of the material being determined by the stage instruction, and the material itself. The lessons may be of different structure. In all cases, they should assist students in making progress in speaking, reading, and writing. Exercises for developing pronunciation should help students to acquire correct pronunciation habits.

Special exercises should be provided for the purpose, among them those designed for developing student's skills in discriminating sounds, stress, or melody.

Exercises for assimilating vocabulary should help students to acquire habits and skills in using the words when speaking and writing, and recognizing them when hearing and reading.

The teaching of grammar may be carried on through sentence patterns, phrase or word patterns. Exercises must be suggested in connection with situations, and remind us of the real usage of grammar forms and structures in the act of communication.

Exercises for developing reading should help students to acquire all the skills necessary to read and understand a text. There should be structural information, and semantic-communicative exercises, the amount of each group being different depending on the stage of teaching.

Visual materials

A flashcard is a card with a letter, a sound symbol or a word to be used for quick showing to students and in this way for developing their skills in reading and pronunciation. Flashcards are usually made by the teacher or by the students under the teacher's direction.

Sentence cards bear sentences or sentence patterns which can be used with different aims, for reading and analyzing the sentences, for using these sentences in speaking, for compiling an oral composition using the sentence as a starting point, for writing a composition.

Posters or series of illustrations portraying a story. They are used as "props" in retelling a story read or heard. The teacher himself, or a student who can draw or paint, prepares such posters.

Album is a book of pictures or photographs which is used for developing students' language skills. It usually contains textual material to supply students with necessary information, and in this way make their work easier in describing the pictures.

Maps and plans are useful in teaching the maps of Great Britain, the USA, and other countries where English is spoken. The plans, for example, of a house, a building, a piece of land with measurements may be a help in comprehension and stimulate students' speaking.

Slide is a glass or plastic plate bearing a picture. Slides are usually colored and used in sets to illustrate a story, the teacher can utilize slides for developing hearing and speaking skills.

Magazine pictures are one of the most useful visual aids available to teachers. Firstly they provide from other visual aids, e. g. blackboard drawings, and they are often much more imaginative than commercially produced wall-charts and flashcards. The students can be presented with completely unusual situations in magazine pictures, which at the same time are stimulating and colourful.

Magazine pictures are also easily accessible to everyone- they are cheap and easy to find. As well as in magazines, pictures found in calendars, greetings cards and free pamphlets and brochures can be used. They also have the advantage that they can be used for a variety of purposes, for types of drilling as well as pair-work activities.

Something which often deters teachers from using pictures is that they only think of the pictures they need an hour or two before the lesson, and it is often impossible to find all the pictures one needs or exactly the pictures one wants in so short a time.

Often when a teacher does find the magazine pictures he wants, they get used for one lesson, put away and then forgotten about. One way of overcoming this is to build up a magazine picture library- storing and filing magazine pictures, so that one has a ready-made collection from which to draw.

Wall-charts can be used for listening comprehension, games and presenting structure. They can also be used for picture composition, and their usefulness is further increased if certain parts of them can be made to change or move. E.g. things can be masked or certain objects can be added to the picture and moved around. This is especially good for

practicing prepositions. If you cut slots in the wall-charts you can even practice "behind". Things can also be stuck over other things, so a window can be broken, then mended etc.

Visual aids are essential at every stage from the introduction to reading in association with audio and visual "props", they are also important for the development of writing skills. Appropriately designed and selected these materials are needed to cover all stages from the memory writing and dictation to guided composition. Visual aids can provide a useful stimulus for writing.

Teaching materials can also be used to assist in the general development of the student's personality, and this is of great educational value.

One more problem should be touched upon in connection with teaching aids and teaching materials. It is necessary that the teacher can digest all this and use the new teaching materials. The problem solution depends on some factors:

1. To understand a system of teaching reflected in textbooks or other teaching materials the teacher should read about the system and listen to the authors when they give an interpretation of their system.
2. The teacher's ability to free himself of the methods he has become used to and acquire new ones. There are teachers who cannot give up presenting new words the way they did before. They go on with the old approach to vocabulary instruction, got accustomed to translation and liked it. And now they had to restrict the usage of translation and use instead various exercises within the English language utilizing audio-visual aids and materials as both sets of teaching materials require.

To solve the problem it is necessary:

1. to help teachers in comprehending the modern trends in foreign language teaching in general, and in assimilating the methodological credo of the authors of the textbooks they use
2. To help teachers in accepting new approaches to foreign language teaching through exchange of experience in order to show them how to apply new methods and techniques of teaching, and what results can be achieved.
3. To improve teacher's training in teachers' colleges and at refresher courses.

The sooner teachers of foreign language acquire skills in handling

teaching aids and in utilizing new teaching materials, the better results in language learning may be expected.

Teaching Pronunciation
The importance of teaching pronunciation

The first impact of any language comes from the spoken word. The basis of all languages is sound. Words are merely combinations of sounds. The acquisition of good pronunciation depends to a great extent on the learners' ability of listening with care and discrimination. One of the tasks of language teaching consists in devising ways to help the learner "and" the unfamiliar unsound. The hearing of a given word from which a meaning is obtained.

Therefore teaching pronunciation is of great importance in the developing of pupils hearing and speaking habits and skills.

Wrong pronunciation often leads to misunderstanding.

For example, when a speaker or a reader replaces one phoneme with another he unintentionally uses quite a different word, in this way altering the sense of what he wanted to say, for example white instead of wide, it instead of eat, pot instead of port etc.

Every teacher must understand how important the teaching of correct pronunciation is. Philologists and linguists have studied grammar and vocabulary much longer than pronunciation. For this reason, grammar and vocabulary have been much better understood by most language teachers than pronunciation, which began to be studied systematically shortly before the beginning of the twentieth century.

The field of Modern language teaching has developed two general approaches to the teaching of pronunciation:
1. an intuitive - imitative approach and
2. an analytic linguistic approach. Before the late ninetieth century only the first approach was used

An intuitive- imitative approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information, it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs (in the mid - 20th century).

An analytic - linguistic approach, on the other hand, utilizes information and tools such as a phonetic alphabet, articulate descriptions,

charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation and production.

It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language.

Pronunciation Teaching today

The primary purpose of language is communication, using language to communicate should be central in all classroom language instruction. The focus on language as communication brings renewed urgency to the teaching of pronunciation, since both empirical and anecdotal evidence indicates that there is a threshold lever of pronunciation for nonnative speakers of English. If they fall below this threshold lever, they will have oral communication problems no matter how excellent and extensive their control of English grammar and vocabulary might be.

The Difficulties of teaching pronunciation

a) sound difficulties
b) stress difficulties
c) intonation difficulties

In teaching English pronunciation the teacher should bear in mind that the difficulties he will meet with and they occur throughout the course - are sounds, stress and intonation. He should know what they are and how to teach pupils to overcome these difficulties.

Any language has its specific phonic system. The sounds of English are not the same as the sounds of Russian or Kyrgyz though there are some sounds. Which occur both in English and in Russian.

There are 26 letters, 6 voiced, 20 voiceless and 46 sounds in English language.

There are many difficult sounds in English for Russian and Kyrgyz learners f. e. [w], [ð], [θ], [o:], [ŋ], [ou]

Kyrgyz speaking pupils find great difficulty in pronouncing words with these sounds.

For example: Theatre [θ], pupils pronounce it as [cıete].

Also pupils find great difficulty in pronouncing a word with the sounds [θs], [ð] which occurs in English at the end of a word f. e. months[mʌnðs], clothes [klousıs].

Pupils pronounce as [mʌnsıs], [klousıs].

Instead of the sound [έə] they pronounced [e] e. g. Window [wındou] they pronounce [wındov].

Instead of the sound [έə] pupils pronounce [e] e. g. Mary [mέərı] is pronounced by the pupils as [merı]. The same may be used about the sound [ŋ] in English, it comes in the middle or at the end of many words. F. e. English, Song, Sitting, Longer and presents a lot of trouble to produce it correctly. The sounds in English may be arranged in three groups:

Vowels, diphthongs and consonants.

There are twelve vowel sounds in English: [ı:], [e], [æ], [o], [u],[ə], [a] and etc., may be considered as short. "Some authorities", writes D. Jones, consider the state of tension of the tongue to be an important factor in the production of various vowel qualities, and they distinguish tense vowels from lax vowels the [ı:] of [lı:p] leap has a tenser articulation than the [lıp] of lip.

And that the [u:] of [b u:t] boot has a tenser articulation than the[u] of [fut] foot.

This can be tested by placing the finger against the outside of the throat about half way between the chin and the larynx.

Long sounds are fully long only when final, f. e.: far, sea, saw, two, fur; when a voiced consonant follows and the syllable is final in a sentence, f. e., feed, spoon, bird, farm, pause.

In other cases the traditionally long vowels are pronounced short by Kyrgyz pupils.

The length of vowels is determined in most cases by the phonetic context, and in few cases differences of length without accompanying differences of quality distinguish one word from another. Hence in teaching English vowels, the quality of sounds should be emphasized and not their duration.

There are double vowels and diphthongs in English. Some of these diphthongs are strange to Russian and Kyrgyz speaking pupils because they do no appear in their native language.

f. e. [ou], [eə], [ıə], [oə], [uə]. Pupils are tempted to substitute for them English monophthongs or sounds from Kyrgyz language.

In final position voiceless consonants have strong articulation and voiced consonants weak articulation

f. e: ['bɔːd]　　　　['bɔːt]
　　　['waıd]　　　　['waıt]

The pupils find difficulty in pronouncing the words with the different

spelling and pronunciation. Pupils can't hear differences between them and sometimes admit such words as one word. : ['bɔːd]   ['bɔːt]

In most cases they pronounce as ['waɪt] or ['waɪd] etc. Therefore in teaching pupils how to pronounce consonants in final position the teacher should emphasize the strength of articulation and tensity of voiceless consonants and weakness of voiced consonants.

Consonants may vary [vɛərɪ] in length. In this connection D. Jones writes that when final they may be observed to be longer after short vowels than they are after long vowels. The [n] in bent is much shorter than that in bend. The [l] in gulp is shorter than that in bulb.

Sometimes when Kyrgyz speaking pupils learn to pronounce new words they use the law of "сингармонизм" from their mother language. If in Kyrgyz language the first syllable begins with the sound "a" the next syllable is always continues with the sound "a" or "ы".

f. e. жак/ын/, та/ка, ка/ра etc/

English word books [buks] the pupils pronounce according to the "сингармонизм" [bukus], looks [luks], [lukus], Kyrghyz [kə:gz] pupils pronounce as [kə:guz].

Cooks [kuks] as [kukus], works [wə:ks] as [wə:kus].

b)   The pronunciation of words is not only a matter of sounds, but also of stress or accent. Some words have the heavier stress on the first part of the word: 'sorry, 'evening, 'morning, 'answer.

And other words have the heavier stress on the second part: be'gin, mis'take, a'bout, re'duce, re'sult, oc'cur, ef'fect etc. Stress is very important to the assimilation of English pronunciation.

Russian or Kyrgyz speaking pupils often find it difficult to understand an Englishman's speech and ask him to speak more slowly, because in quick speech the accented syllables are so strong that they almost drown the others. In Kyrgyz language mostly the last syllable is stressed. But in English mostly the first syllable is stressed, that's why our pupils find difficulty in stressing the words.

In Kyrgyz language in words with two syllable the last one is stressed. F. e. Канат, тарак, така.

In English on the contrary in such words the first one is stressed. F. e. 'mother ['mʌðə], father ['f ʌðə], 'doctor ['dɔktə], lesson ['lesn].

In English language is used 2 stresses in words consisting three or more syllables. Usually in such cases the primary stress is put on the third syllable. It gives some difficulties to students. F. e. University [ju:nɪvə :sɪtɪ]. Understand [ʌndəstænd]. In Kyrgyz language prefixes and words

with prefixes unstressed f. e. бейбаш, натуура.

But in English language sometimes prefixes are stressed sometimes unstressed f. e. Unleash ['ʌn'liʃ] освободиться, Unjust ['ʌn'dʒʌst]. F. e. Uneasy ['ʌn'ı:zı] involve [ın'volv], insure [ın'ʃuə].

It raises some difficulties for Kyrgyz pupils. One thing more to say is stressing numerals. In Kyrgyz language when we pronounce numerals from one to ten, the first syllable is stressed f. e. бир, эки, уч, торт,

беш, алты, жети, сегиз, тогуз, он.

But in English from 13 thirteen [Өə'tı:n] to 19 nineteen [naın'tı:n], we have two primary stresses.

c)The pronunciation of sentence patterns includes also variations of musical tones: rise and fall. English tone patterns differ from those of Russian and Kyrgyz that is why pupils find it difficult to use adequate tone patterns in conversation or while reading aloud. Sometimes Russian people speaking English use wrong intonation because of the interference of the mother tongue. Than often leads to misunderstanding and impoliteness. For example 'will you 'wait for me 'here? (Подо'ждете меня здесь?) is not only a wrong tone - pattern, but is impolite in its form.

The basic question that now needs to be answered is, which pattern for which type of utterance? There are four possible tune movements - two of them simple (moving in one direction only) and two of them compound (moving in two directions) simple - falling (moving downwards).

Falling tone is used in following   sentences.
1. Simple sentences. he is a ◄ doctor.
2. In the second part of the alternative[ɔ:l'tənətiv] question. 'Are you
◄   a   ◄ teacher or a pupil ?
3. In the second part of the Disjunctive question. You have a pen,
◄   haven't you?
4. Special questions. What is your name?

Rising tone is used in the following sentences.
1. Enumeration sentence◄ Asan◄ Akmat◄ Lena 'went to the \ shop.
2. General questions. 'Are you in the◄ room?
3. In the second part of Disjunctive question. They went to◄ London yesterday, didn't they?
4. In the first part of alternative question / 'Can she◄ speak or not/

Hence the difficulties in intonation, f. e. learning to make right stresses, pauses and use appropriate patterns.

How to teach pronunciation

We can begin to answer the question of how to teach pronunciation by reviewing the kinds of techniques and practice materials that have traditionally been used and are still being used to teach pronunciation. The following is a fairly comprehensive list:

1. **Listen and imitate:** A technique used in the Direct Method in which students listen to a teacher provided model and repeat or imitate it. This technique has been increased by the use of tape-recorders, language labs and video recorders.
2. **Phonetic trainig:** Use of clear descriptions, diagrams [daiəgræm] - схема and a phonetic alphabet.
3. **Minimal pair drills:** A technique introduced during the audiolingual era to help students distinguish between similar and difficult sounds in the target language through listening and spoken practice.
4. **Visual aids:** Simple way of explanation of how sounds are produced is the usage of visual aids as sound-color charts, wall charts, pictures, mirrors, realia etc. These devices are also used to catch production of the target sounds.
5. **Tongue twisters:** A technique from speech correction strategies for native speakers. (e. g: "She sells seashells by the seashore").

How to teach sounds

In teaching sounds the blackboard is easier for the teacher to explain the position of tongue, lips etc, or to draw a diagram of the mouth on it. If it is difficult and will take much time teacher can use the special published charts. Also the teacher may use the blackboard for a system of color-coding to indicate a sound that is represented by different spellings. In the following example list of words the italic letter - курсивные буквы would be written with colored chalk (e. g red) while the rest of the word would be written in white.

[ʌ] c**u**t - c**o**me - co**u**ntry - bl**oo**d - d**o**es.

also there are some unfamiliar and difficult sounds in English like: [ð], [Ɵ], [æ], [w], [h], [ɔː], [ŋ] and it makes difficult for Kyrgyz and Russian pupils to pronounce correctly the words containing such sounds. Pronunciation problems have a bad impact on language learning and it especially hampers - затрудняет developing listening and speaking skills.

We teachers should try to overcome this difficulty through giving our pupils sufficient practice and drills and exposing them to intensive listening activities. Every sound should be taught and practiced through the poems and proverbs, tongue - twisters. The point is that students learn poems by heart very easily.

Some sounds of English do occur in other languages sometimes learners will be able to imitate the new sound, but if they can't, then the teacher needs to be able to give some hints, which may help them to make the new sounds. [Ө] thick and [ð] that do not occur in Kyrgyz learners will lend to substitute either [s] or [t] for [Ө] so thick may sound like "sick" or "tick" or will be substituted for [ð] so "that" will sound like "rat" or "dat". In Kyrgyz language there is sound [ŋ] we meet this sound in the Kyrgyz words **жаньгак, дъньгљльљк** so they have no problems with this sound.

Each sound is also contrasted with the foreign phonemes which come close to it and with which it is often confused. The contrast is brought out through such minimal pairs, as: it - eat, **spot-sport, wide-white, cut-cart, boat-bought.**

The experience of the sound contrast is reinforced audio-visually:
1. By showing the objects which the contrasting words represent. For example, ship-sheep. The teacher makes quick simple drawings of a ship and a sheep on the blackboard or shows pictures of these objects.
2. By showing actions. For example He is riding- He is writing. Situational pictures may be helpful if the teacher cannot make a sketch on the blackboard.
3. By using sound symbols [æ] - [e]; [ð] - [Ө]. Phonetic symbols do not teach the foreign sounds. They emphasize the difference in sounds and in this respect they are a valuable help. To teach pupils how to pronounce a new language correctly in a conscious way means to ensure that the pupil learns to put his organs of speech into definite positions required for the production of the speech sounds of this language.

Teaching stress

In teaching stress the great attention should pointed to words and sentences which are stressed. In English there are three degrees of word stress: stressed syllables (primary stress) half-stressed syllables (secondary stress) and weak or unstressed syllables. In Russian there are

only two degrees of word stress, stressed and unstressed syllables. That is why Russian pupils must be careful not to omit secondary stress in English words.

Организация - organi'zation, демонстрация - demonstrati'on, национализация - nationali'zation.

There are several words in English with two strong stressed. These words consist of two morphemes, f. e. 're'write, four'teen.

The following groups of words have two primary stresses:

1. Polysyllables with separable prefixes: 'un'able, 'un'known, 'pre'paid, 'misunder'stand, 'inter'view, 'disap'pear etc.
2. Numerals from 13 to 19 including they might be easily mixed with such numerals as (30, 40, 50…90).
3. Compound numerals: 'twenty-'three.
4. Compound adjectives: 'well-'known, 'absent-'minded, 'kind-'hearted/

The majority of compound nouns are usually single-stresed: 'reading-room, 'writing -table, 'suitcase, 'rain-coat, 'music-hall.

This type of word stress in compound nouns differentiates compounds from word combinations in which every word has a stress:

'blackbird - дрозд	'black 'bird- черная птица.
'blackboard-доска	'black 'board-черная доска.
'goldfish-золотая	'gold 'fish-рыба золотистого цвета.
'strong-box - сейф	'strong 'box -крепкий ящик.

In order to develop their pronunciation skills the following exercises will be used: for word stress.

1. Transcribe the following sentences. Mark the stresses.

2. This book belongs to our absent-minded professor. Our professor is absent-minded and often leaves his books behind.

1. The upstairs room has an outside staircase. He lives upstairs.
2. Wash it with luke- warm water. The water is lukuwarm.
3. She is quite good-looking. There's a good looking girl over there.

Teaching intonation

As to intonation it should be taught mainly through imitation, though some explanations and gestures in particular are helpful, for example, the teacher can show the rise of the voice by moving his hand up and the fall by moving it down. He can also use the following symbols: for pause, for falling tone, for rising tone and teach pupils how to use them while

listening to a text and reading it. Consequently, teaching pronunciation in school must be carried out through conscious approach to the problem and imitation of the teacher and speakers when tape - recordings and records are used. Neither the first nor the second should be underestimated (недооценивать). Since imitation can and must take place in foreign language teaching, the teacher's pronunciation should set the standard for the class and the use of native speakers whole voices are recorded on records or tapes is quite needful.

There are two functions of intonation:

1 It points grammatical meaning, in much language.

For example: (a) He lives in London

A full stop in the written language points that this is a statement. A falling intonation pattern points the same in the spoken form.

(b) He lives in London?

A question mark in the written language points that this is a question. A rising intonation pattern points the same in the spoken form.

(c) 'Do you 'come from London? Is the normal question form. These examples have clearly demonstrated the importance of intonation as a means of explaining meaning. Stress and intonation can also change meaning: hook at the following:

a) I want to see you son 'Harry. (the son is called Harry).
b) I want to see your 'son, 'Harry. (The speaker is talking to Harry, who has a son, whose name we do not know).
a) My brother who lives in 'London has just got 'married. (I have more than one brother. It is the one who lives in London…).
b) My 'brother who lives in 'London I has just got married. (I have only one brother and he has just got married.)
2. Intonation can also indicate the speaker's attitude. Look at the following examples:
a) Really? May be an expression of great surprise or of mild puzzlement or merely a polite conversation depending on the intonation pattern.
b) 'What's your name? May who a great interest and desire to be friendly to the other person. In teaching intonation at first it should be noted to know in what sentences and questions. The intonation pattern will use:
1. Statements are most widely used with the low Fall.

Eg: It's difficult

I wanted to 'go there immediately.

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It was - not so easy.

2. Special questions are most commonly used with the low falling tone on the last stressed syllable.

'Why did you decide to ◀do that?

-'What's the ◀matter?

If one wants to show much interest in the other person or the sound is friendly he pronounces special questions with the low rising tone.

◀Where do you 'live, now?

'What's your ◀name?

3. General questions are, most common with the low rising tone: e.g:
Does he 'ever 'c◀me to London?

- May, ◀ try?

In short questions "Did you?", "Has she?" the low fall is used e.g: I went to the theatre last night. ◀Did you?

4. Commands with the low fall are very powerful, serious and strong. The speaker appears to take it for granted that his words will be ◀eeded,

e. g: Try the other key.

◀Come and have 'dinner with, Tom.

5. Requests with the low rise sound soothing, encouraging. e.g:
-◀Don't 'move, come and ◀stay with us a gain.

6. The most common pattern for a disjunctive question is the low fall in the first intonation group. e. g: It is ◀ quite, simple I ◀isn't it?

7. The most usual way of pronouncing alternative questions is to use the low Rise in the first intonation group and the low fall in the second one

e. g: 'Have you a ◀son or a ◀daughter?

Exercises used for developing pronunciation skills may be of two groups: recognition exercises and reproduction exercises.

Recognition exercises are designed for developing pupil's ability to discriminate sounds and sound sequences. Pupils should have quite practice in listening to be able to acquire the phonic aspect of the language.

It can be done:

a) by listening to the teacher pronouncing a sound, a sound combination and sensible sound sequences words, phrases and sentences with comprehension of what they hear.

b) By listening to the speaker from a tape recording or a record without seeing the speaker. This exercise is more difficult for

pupils as their auding is not reinforced by visual perception.

The following techniques may be recommended to check pupils' ability to discriminate sounds, stress and melody. The teacher pronounces number of English words and asks his pupils to recognize the new sound. For example the new sound is. The teacher pronounces the words: a desk, a nest, a pen, a pan, a bed, bed. When a pupil hears the new sound he raises his hand and in this way the teacher sees whether the pupil can recognize the new sound among other sounds already learned or not. If most of the pupils raise their hands, the teacher can offer exercises for the pupils to perform. Or the teacher asks the pupils to say whether there is any difference in the words he pronounces, and he pronounces [ju:z]-[ju:s]. If pupils are familiar with the meaning of both words the teacher can ask them which one is a verb. He pronounces the words again and pupils raise their hands when they hear [ju:z]. If most of the pupils raise their hands it shows they can discriminate sound sequences and know the word. One more example the teacher pronounce a pair of words [lɪv]-[lɪ:v] and asks a pupil to say which is used in where questions and which one in when-questions.

The teacher pronounces the sentence. They left for Osh yesterday. And asks his pupils to say which words are stressed. If they say left, Osh, yesterday (or the second the fourth and the fifth) they hear the stressed words. The teacher pronounces English phrases with a rising or falling tone and asks pupils to raise their hands when they hear a falling tone eg: on the table -on the 'table, with my ' friend with my, friend; in his hand -in his, hand; to the South -to the South. If pupils raise their hands in the right place then it shows that they can hear fall and rise in the voice, therefore they can recognize the melody.

Reproduction exercises: are designed for developing pupil's pronunciation habits their ability to articulate English sounds correctly and to combine sounds into words, phrases and sentences easily enough to be able to speak English and to read aloud in this language. A few minutes at each lesson must be devoted to drilling the sounds which are most difficult for Kyrgyz-speaking pupils.

In studying English pupils usually make mistakes in pronunciation, often repeating the same mistakes again and again. The teacher should pay attention to this and begin the lesson with pronunciation drill. For example, pupils have made mistakes in interdental sounds while reading aloud. After the text has been read the teacher asks them to pronounce the following words both individually and in unison: this, that, with, without,

other, another, thing, think, thin, thick, thought.

The material used for pronunciation drill should be connected with the lesson pupils study. These may be sounds, words, word combinations, phrases, sentences, rhymes, poems and dialogues. The material for a lesson depends on the stage of teaching, pupil's progress in the language, their age the objectives of the lesson and other factors. For example, pupils mispronounce words with [ou]. The teacher selects words with the sound and includes them in pronunciation drill: no, go, home, alone, don't. **Don't go home alone.**

If pupils mispronounce words with [ə:] the following words and sentences could be suggested for pronunciation drill: first, girl, word, worker, birthday, Thursday, thirteen, thirteenth. **My birthday is on Thursday.**

Pupils are taught how to pronounce [æ] using the following sentence: **A fat black cat sat on a mat.**

To teach pupils the correct pronunciations of [w] the following rhyme can be used.

Why do you cry, Willy? Why do you cry, Willy?
Why Willy? Why Willy? Why Willy Why?

If the teacher is going to introduce the Present Continuous, pupils should be taught how to pronounce [ŋ]. The sound is difficult for Russian speaking pupils so it requires special work on the part of the teacher. The pronunciation drill may include the following words: **English, song, sing, drink, think, thing** and pairs of words: **write-writing, read-reading, sit-sitting, open-opening, study-studying, play-playing.**

The teacher includes all the words ending in [ŋ] his pupils need at the lesson and works at them most thoroughly while conducting pronunciation drill. The same should be done with the regular verbs in the Past Indefinite when pupils study this tense. The words are arranged into three groups in accordance with the sound each one ends in:

[t]	**[d]**	**[id]**
Wash-Washed	**Open-Opened**	**Want-Wanted**
Thank-Thanked	**Close-Closed**	**Skate-Skated**
Work-Worked	**Live-Lived**	**Recite-Recited**
Stop-Stopped	**Smile-Smiled**	**Rest-Rested**

Pupils need the irregular verbs for speaking and reading aloud. The teacher arranges the verbs according to the sound which all of them have in the Past Indefinite, for example [ɔ:], [æ]:

buy-bought   sit-sat

think-thought	sing-sang
bring-brought	begin-began
teach-taught	run-ran

The teacher may select words difficult for pronunciation such as [ʃuə] sure.

I am sure. I am sure he will come.

I am sure he will come soon. We are sure, He is sure. He was sure they would help him.

[juərep] Europe. **There are many countries in Europe.**

One part of our country is in Europe.

England is also in Europe. France is in Europe too.

The teacher may take poems for pronunciation drill to help pupils to achieve good pronunciation of English sounds, [w], [ð].

When the weather is wet, we must not fret.

When the weather is cold, we must not scold.

When the weather is warm, we must not storm.

But be thankful together whatever the weather.

[ɛə]   Once two little brown bears

　　Found a pear-tree full of pears.

　　But they could not climb up there

　　For the trunk was smooth and bare

　　If I only had a chair

　　Said the elder brown bear

　　I would get the biggest pears.

　　That is hanging in the air.

Proverbs and some useful expressions can be used as material for pronunciation drills:

 A friend in need is a friend indeed.

Early to bed, early to rise makes a man healthy, wealthy and wise.

After dinner sit a while, after supper walk a mile.

International words, proper names, geographical names, etc can also be used for pronunciation drill. Though these words are not difficult for pupils' comprehension, they require special attention on the part of the learners since phonetically they differ widely from the corresponding words of the mother tongue of the pupils, for example: culture, cosmic, cosmos, style, type, machine, pint, nerve, William Shakespeare, George Gordon Byron, Edinburgh, the Atlantic Ocean, the English Channel, Australia, Asia.

It is impossible to point the role that can be played by sounds film loops, records, tape play back devices TV-sets in teaching pronunciation. Each of these aids:

1. Allows speech to be reproduced with correct pronunciation and intonation in particular;

2. permits the same text to be repeated several times for pupils to have an opportunity to listen to it again and again.

3. makes it possible for the teacher to develop his pupils abilities to understand English spoken at various speeds

4. help the teacher in developing his pupil's ability to speak

5. gives pupils an opportunity to listen to texts read by native speakers.

When working with these aids in the classroom the teacher must be well prepared for the work. He must listen to the material himself several times in order to know the text from all points of view and first of all, from the point of view of its phonic aspect. He studies the text and marks difficulties for pupils, listening comprehension, namely, sounds, sound combinations, stress or melody. Then he writes out the difficult points from the text to draw pupil's attention to them and in this way, to help pupils to overcome the difficulties they may have in auding the text.

Now matter how pronunciation is taught pupils will make mistakes in pronunciation of sounds, stress and tones in the target language. The problem arises as to who should correct the mistakes and how they should be corrected. In the junior stage it is the teacher who corrects pupil's mistakes in pronunciation because pupil's ability to hear is not developed yet, besides they need good examples to follow which can be given either by the teacher or by the speaker. The ability to hear the difference in pronunciation of people should be developed from the very first steps. At the intermediate and senior stages pronunciation errors must be corrected both by the teacher and by the pupils themselves, though it becomes possible provided that sound producing aids are widely used since listening to tape recordings and records develops the pupil's ability to hear erroneous pronunciation when comparing the pattern pronunciation of the speaker with that of his own.

As to how mistakes must be corrected the following may be suggested:

1) the teacher explains to the pupil his mistake and asks him to pronounce the sound ; the word, or the sentence again, paying attention on the position of the organs of speech for producing the sound.

2) The teacher corrects the mistake by pronouncing the sound, the word, the phrase or the sentence in which the mistake has been made and the pupils imitates the teacher's pronunciation.
3) The teacher asks the pupil to listen to the tape-recording or the record again and pronounce the word or the sentence in the way the speaker does it.

Constant attention to pupil's pronunciation on the part of the teacher results as a rule, in good pronunciation habits and skills of pupils. Young teachers are inclined to expect immediate result and soon they stop teaching pupils correct pronunciation as a hopeless task. No doubt they do not know that pronunciation can be taught only by a long, patient effort through out the whole course of study.

The role of games in teaching pronunciation

Pronunciation card games are enjoyable and effective recourse for English teachers to use in teaching pronunciation. By playing the games students have the opportunity to learn the pronunciation of similar sounds. Students can then discover their own best ways to distinguish between the sounds. In order to overcome some difficulties in teaching pronunciation the following games may be suggested;

Bingo.
Point: discrimination of sounds
Minimum level: elementary
Game type: listen and search game fore the whole class.
Preparation: copy and cut out the sheet of cards so that there is one card for each student. There are cards for two games.
Conducting the game
1. Give out the prepared cards.
2. Read out each of these words, from one of the cards in random order. Tick off the words as you read them so as to avoid reading them twice. Ask students to cross out the words on their card as they hear them.
3. When a player completes a horizontal or vertical line on the card, he ore she should shut Bingo! Ask this player to read back the words in the line that they have already read out. This player is the winner.
4. When one player has won, continue the game to give other players an opportunity to reach second and third positions.
Find the rule
Point: awareness of sounds
Minimum –level: elementary

Game type: a guessing game for the whole class**.**

Time: 10 minutes**.**

Preparation: 1 In this game you will need to decide on a rule for accepting words suggested by students. They will then try to discover what this rule is. Here are some possible 'rules' and words that extremely them:

The words must contain two consonant sounds, eg: hat lock, apple, coat.

The word must contain only one vowel sound, eg: light, car, house, pea.

The words must contain three syllables, eg; telephone, magazine, cigarette, elephant.

The word must end with a consonant sound, eg: light, magazine, lock, house.

Two vowel jigsaw.

Point: pairs of written vowels.

Minimum level: elementary.

Game type: a matching puzzle for students working individually**.**

Time: 20 minutes

Preparation:

Copy and cat out a set of cards for each pair of students in the class. Cut across the thick line and along the dotted line only. It is easiest to begin by cutting the vertical lines the cat the horizontal lines afterwards. The are two different puzzles, one with words containing the letters **ea** and another with words containing the letters **oo** and **ou**.

Conducting the game.

1. Divide the class into pairs give each pair a pack of cards. Explain that the idea of the game is for students to put the pieces of the puzzle together so that words are formed within.
2. While students are working on the puzzle write on the board the phonetic symbol and an example word for each of the vowel sounds in the puzzle.
3. as students finish the puzzle ask them to copy what you have written on the board and write the word from the game in column, according to the pronunciation of the vowel in the word. If they doubt advice them to consult a dictionary, you might like to point out that three of the words in the first puzzle **(lead, tear, read)** can be pronounced in two different lists on the board.
4. Finally check answers with the class and drill the pronunciation.

Key Puzzle (words with [ea]):

[i:]	[e]	[ɛə]	[iə]	[ei]

Beat	Bread	Bear	Dear	Break
Cheat	Dead	Tear	Hear	Steak
Heat	Head	Wear	Near	
Lead	Lead		Tear	
Mean	Read			
Meat				
Peace				
Please				
Read				

Changeable "e".

Point vowel sounds in words spelt with a final "e" minimum Level: intermediate

Time: 20 min.

Preparation: Copy and cut out a set of cards for each group of three students in your class.

1. The vowel in one-syllable words with a final silent tends-to be pronounced as it is in the alphabet. So for example the **a** in **rate** is pronounced like the letter **a** when reciting the alphabet that is [ei]. To illustrate this point write the following words on the board: **rat, pet, sit, cut.**

Demonstrate how the pronunciation of these words changes with the addition of a final **e** to:

Rate [reit], Pete [pi:t], site [sait], cute [kju:t].

Show that the written vowel in the model of these words is pronounced as the letter in the alphabet:

a=[ei], e=[i:], i=[ai], o=[ou], u=[ju:].

2. Asks students to predict how the following words might be pronounced:

Kate, mace, swede, cline, splice, lode, rote, mute.

Conducting the game

1. Divide the class into groups of three and give each group a pack of cards.
2. Explain and or give out the rules.
3. During the game move around the class helping students to resolve any disputes. Ask players to pronounce the words that they have written down.

Fa – face, fade, fake, fame, fate

Ho – hole, home, hope, hose

La – lace, lake, lame, lane, late
Li – lice, like, lime, line
Ma – mace, made, make, male, mate
Ro – rode, rode, role, Rome, rope, rose
Ru – rude, rule
The – theme, these
Ti – tide, tile, time
Wi – wide, wine, wipe, wise

Tongue twisters

[a:]
One smart fellow, he felt smart
Two smart fellows, they felt smart
Three smart fellows, they all felt smart
[ʃ]
Shy Shelly says she shall sue sheets
[tʃ]
How much wood would a woodchuck chuck
[n] [aɪ]
Nine nice night nurses nursing nicely.
[æ]
Swan swam over the sea
Swim swan, swim!
Swan swam back again
Well swum, swan!
Brad's bid black bat brush broke.
[s]
Say this sharply, say this sweetly
Say this shortly, say this softly
Say this sixteen times in succession.
[æ]
Pussy cat, pussy cat, Can you catch that big fat rat
If you catch that bad fat rat
You will have some milk for that.

Teaching Vocabulary
Introduction

1. There are several strong reasons for which the vocabulary

component of a language course needs to be carefully planned. Several of the points raised here are dealt with in more detail in the introduces to the various sections of the book.

Firstly, because different vocabulary given greatly different returns for learning, it is important to make sure that the learners have good control of the high frequency words of the language before moving on to the less frequent vocabulary.

In addition, the focus of teaching for high frequency vocabulary is different from the focus of teaching for low frequency vocabulary. A good vocabulary learning program should there fore focus on the appropriate level of vocabulary for the learners and should do this in the appropriate way.

Secondly, most language teaching courses make vocabulary learning more difficult than it should be as a result of the way vocabulary in the course is sequenced. Grouping opposites, synonyms, and items in a lexical set together causes interference that result in confusion for the learners.

It is a simple matter to avoid this problem. Thirdly, vocabulary learning opportunities and the quality of vocabulary learning can be greatly increased through the careful design of both vocabulary and other skill activities. We use the following example.

In a detailed study of negotiation and vocabulary learning from communication activities, Newton (1993) found that all of the negotiated vocabulary in the activity and that the negotiation of the meaning of words contributed significantly to their learning. This vocabulary learning occurred even though the learners' attention was focused on the communication activity and its solution. Most of the points in the table are covered in the following parts of this introduction and in the introductions to the various sections. It has been divided into the following sections to reflect the major component of a language learning course:

1. Meeting new vocabulary for the first time.
2. Establishing previously met vocabulary.
3. Developing vocabulary strategies.
4. Developing influence with known vocabulary.
1. There are no generally accepted figures for the rate at which learners should meet new vocabulary in a language course. This is most likely the result of the widely differing conditions under English is learned throughout the word. But meeting new words through formal presentation in a language course is only one if the ways to meet new vocabulary.
2. There is no important distinction between communicating the

meaning of unknown vocabulary and learning new vocabulary. Although some words may be learned after one meeting, this is exceptional.

3. In addition to learn new vocabulary, learner need to be able to use strategies to cope with unknown vocabulary met in listening or reading text, to make up for gaps in productive vocabulary in speaking and writing, to gain fluency in using known vocabulary, and to learn new words in isolation. Most of these strategies can begin to be developed in the earliest classes.

4. Vocabulary learning is not on end in itself. A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform. Learners growth in vocabulary must be accompanied by opportunities to become fluent with that vocabulary.

The Importance of teaching Vocabulary

Vocabulary is one of the aspects of the language to be taught in school. The problem is what words and idioms pupils should acquire in school depends wholly on the syllabus requirements. The latter are determined by the conditions and method used. For example, experiments have proved that the use of programmed instruction for vocabulary learning allows as to increase the number of words to be learned since pupils are able to assimilate them while working independently with the programs. The vocabulary, therefore, must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school.

Scientific principles of selecting vocabulary have been worked out. The words selected should be:

1) Frequently used in the language.
2) Early combined, ex: nice room, nice girl.
3) Unlimited from the point of view of style, oral, written.
4) Included in the topics the syllabus set.
5) Valuable from the point of view of word-building, ex: use, used, useful, useless, user.

The first principle, word frequency, is on example of a purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essays, plays, poems, newspapers, textbooks, and magazines.

Modern tendency is to apply this principle depending on the language

activities to be developed. For developing reading skills pupils need "reading vocabulary", thus various printed texts are analyzed from the point of view of word frequency. For developing speaking skills pupils need "speaking vocabulary". In this ease the material for analysts is the spoken language recorder. The occurrences of words are counted in it and the words more frequency used in speaking are selected. The other principles are of didactic value, they serve teaching aims. The words selected may be grouped under the following two classes.

1) Words that we talk with or form words which make up the form of the language.

2) Words that we talk about or content words. In teaching vocabulary for practical needs both structural words are of great importance. That is why they are included in the vocabulary minimum;

The number of words and phraseological units the syllabus sets for a pupil to assimilate is 1, 200. They are distributed in the following way: 800 words in the eight year school, the rest in the ten-year school. The textbooks now in use contain more word units than the syllabi set. The selection of the vocabulary although important is not the teacher's chief concern. It is only the "what" of teaching and is usually prescribed for him by textbooks and study guides he uses. The teachers concern is "how" to get his pupils to assimilate the vocabulary prescribed. This is a difficult problem and it is still in the process of being solved.

It is generally known that school learners' vocabulary is poor. They have trouble with hearing, speaking, reading and writing. One of reasons is poor teaching vocabulary.

Teacher should bear in mind that a word is considered to be learned when:

1. It is spontaneously recognized while auding and reading;

2. It is correctly used in speech, example: the right word in the right place.

Difficulties in teaching vocabulary

Learning the words of a foreign language is not an easy business since every word has its form, meaning, a usage and each of these aspects of the word may have its difficulties. Indeed some words are difficult in from: daughter, busy, bury, woman, women and easy in usage and other words are easy in form: enter, get, happen and difficult in usage. Consequently words may be classified according to the difficulties pupils find in

assimilation. In methodology some attempts have been made to approach the problem. The analysis of the words with in the foreign language allows us to distinguish the following groups of words: word s are divided into the three groups.

1. Concrete words: a door, a girl, a boy, a book.
2. Abstract words: art, time, knowledge, friendship.
3. Structural words: to have a good time, to take care of, look after.

It's very important to use to direct methods when we teach than vocabulary. E. g. it's a book. The book is mine.

1) If words are concrete we can use objects of those words.
2) If new words are abstract in this case teachers should give right translation of those words.
3) When teachers give structural words in this case the teacher can use the methods of mutation or actors.

A fundamental rule follow about what choice is to avoid the artificial length words that are not familiar to you and, instead to choose the simpler, shorter words that tell it as it is. For some reason many students and people in business believe that using longer, more sophisticated words in necessary to impress others. They pore through dictionaries to find longer synonyms are very useful to the learner. They help the learner avoid repeating words and phrases that night otherwise become tiresome to the reader. Some times, synonyms allow the learner to choose the word that has the exact meaning that is intended. However, synonyms should never be used just because it is longer and has more syllables than another word.

These words are also difficult:

Precipitation- увеличение increase.

Resuscitate- воскрещать -revive.

Conglagration- большой пожар.

Clandestine- тайный, скрытый-secret.

Acknowledgment- благодарность-gratitude.

How to teach vocabulary

The "levels of processing" theory of learning suggests that a very important factor in learn is the quality of mental activity in the brain of the learner at the moment the learning occurs.

If this activity is at a deep and thoughtful level, the learning will remain

for a long time. If the activity is shallow and mechanical, little learning will occur. It is thus useful for a teacher to consider the possible depth of processing that a particular vocabulary activity could give rise to if the activity does not give rise to deep and thoughtful processing, it is worth while replacing the activity with one that does or adapting it in some way.

Deep and thoughtful processing can result from:

a)relating the new word to previous knowledge,

b)Having to create a context for the word.

c)Drawing on a range of clues to recall the word,

d)Having to appropriately relate the word to a variety of aspects.

e) Using the word in a goal directed activity like suing

Presentation of new words since every word has its form, meaning, and usage to present a word means to introduce to pupils its forms *phonetic, graphic, structured, and grammatical,* and to explain its meaning, end usage.,

The techniques of teaching pupils the pronunciation and spelling of a word are as follows:

1) pure or conscious imitation;

2} analogy;

3} transcription;

4) rules of reading.

Since a word consists of sounds if heard or spoken and letters if read or written the teachers shows the pupils how to pronounce, to read, and write it. However the approach may vary depending on the task set.

As for as the form is concerned the pupils have but two difficulties to overcome: to learn how to pronounce the word both separately and in speech.

And to recognize it in sentence patterns pronounced by the, s, teacher, by his classmates, or by a speaker in case the tape recorder is used. Later when pupils have learned the English alphabet and acquired some skills in speaking and reading they may be told to copy the new words into then exercise-book and read and write then independently; this work being done mainly as homework. The teacher then has his pupils perform various oral exercises during the lesson, he makes every pupil pronounce the new words in sentence patterns and use then in speech. This is the most difficult part of work in vocabulary assimilation it can and must be done during the lesson and under the teacher's supervision. There are two methods of conveying the meaning of words: direct method and transition

method.

The direct method of presenting the words of a foreign language brings the learner into direct contact with them, the mother tongue does not come in between, it establishes links between a foreign words.

The direct method of conveying the meaning of foreign word is usually used when the words denote things, objects, their qualities, sometimes gestures and movements, which can be shown to and seen by pupils. The translation method may be applied in its two variants:

1). Common translation. to sleep - спать

a flower   - цветок

joy   - радость

2). Translation-interpretation

to go   - ехать, идти, лететь

to come   - ехать, идти

to drive   -   вести машину, поезд, автобус

education - воспитание, образование

The translation method is efficient for presenting new words: it is economical from the point of view of time, it ensures true exact comprehension of the meaning of the words presented. The methods of conveying the meaning of unfamiliar words should be used as fallows: visual presentation prevails in junior forms; verbal means prevail in intermediate and senior forms; translation in all the forms, especially in senior forms.

Whatever method of presenting a new word is used pupils should be able to pronounce the word correctly, listen to sentences with the word, repeat the word after the teacher individually and in using both as the single unit and in sentences.

For teaching vocabulary there are different kinds of exercises. There are complete the sentences, find new words from the text, find new words, make up sentences with new words, situation.

Exercises in using word combinations, phrases, sentences stored up in pupils memory in connection with situations given.

Exercises of this type are difficult since pupils should search their memory for the necessary words, word combinations, or even sentences to describe in object or a picture.

Vocabulary exercises

Aims: Developing familiarity with the whether form of known words.

The acquisition of new words is only the first step in the process of vocabulary learning. The students must subsequently learn to recognize these words in another context and learn to use them on proper occasions.

1) Recognition of the right word.

Look at the following word list. A "test word" is followed by four other words, one of which is exactly the same at the test word. Read as fast as you can and underline the word which is the some as the test word,

quiet: quite, quilt, quill, quiet.

mild: mile, milk, mild, mill.

Beer: peer, beer, deer, dear.

2) Word matches

Find the words that are exactly the same in spelling in the two columns linking the pair with a pencil:

Either	- weather
Neither	- either
Whether	- wither
Weather	- neither
Wither	- weather

3) Recognition of the meaning of words.

Look at the following word list. A test word is following by four other words. Underline the word list is nearest in meaning to the test word. Easy: busy, lazy, simple, ready; Big: small, middle, large, title; Ship: boat, boot, sheep, bus; Sun: swim, walk, jump.

Also we use the dictionary when we doing exercises. Dictionary are usually used to find out the meaning of unknown words, learns dictionaries contain a great deal of information that learners can use to use vocabulary productively.

Vocabulary games and activities

Games and activities are played main role in teaching foreign language. They help to enrich their horizon and to improve their interest in subject. There are many valid reasons for using games in the language classroom, not least among them, the sheer enjoyment of a moments of relaxation after some arduous, drilling or as a short despite after prolonged deskwork. Reasons for including games in the language class are [л]

1. They focus students' attention on specific structures, grammatical patterns, and vocabulary items.

2. They can function as reinforcement, review and enrichment.

3. They involve equal participation from both slow and fast learners.

4. They can be adjusted to suit the individual ages and language levels of the students in the class.

Choosing the right game is also many problem in its way. Which game should be played, once were decided it is time for such an activity. Many factors enter into deciding the answer to this question:

1. The size of the class.

2. Whether it is a class of adults or one of children.

3. The class level- elementary, intermediate, advanced.

4. The structures being studied of the moment.

5. Equipment and materials available.

6. The time available for s game.

There are many and variety of vocabulary games which give the students an opportunity to practice many of the high- frequency words and expressions they have learned.

Now I'll write some games enriching vocabulary.

For ex: You'll never guess!

Objective: To encourage students to derive the meaning of new vocabulary terns from contextual clues.

Language level: elementary and intermediate.

Equipment and maternal: paper and pencil.

Allow the students several minutes in which to write a brief description of some object for the others in the class to guess. Objects may be confined to a specify subject category, such as plants, animals, food or clothing, or There should be four sentences in the description, bedimming with the less obvious details and moving towards those that make lazier for the others to guess: students may call out their answers as quickly as they think they know what the object is. The first students to guess correctly receives a score of one two four points.

A student receivers four points if he guesses correctly after hearing the first sentence, three points after beaming the second sentence, two after the third and one after the fourth sentence.

At the end of the game the student with the most points is the winner.

Activities about vocabulary

Teacher checks the pupils' memory. The first pupil calls out a word which he then writes **down on** paper. The person to his right must follow with another word beginning with the last **letter of the** word just named.

Similarly, the third person produces a word of the second word and so on around the class, good idea for each student to write down the word he calls out.

Ex: player: born; pl 2: nose; pl 3: every; pl 4: youth; pl 5: hand pl6:drama; pi 7: airport and others.

Choosing Up: Using a Deck of Cards to Assign Students to Groups

In classes of all sizes, organizing small groups for activities can present a challenge. Students usually choose to work with the same group of friends. This doesn't allow any change in the dynamics of the small group and can slow students' progress. Also, some students are left without groups. The teacher then puts these extra students together, with mixed results. A random (without any order) method of assigning groups seems to eliminate favoritism on the part of both teachers and students.

A deck of playing cards introduces the necessary randomness, and the four suits (shapes: hearts, diamonds, spades, clubs), two colors, and 9-12 different numbers make it adaptable to a variety of arrangements. Before class, the teacher arranges the necessary number of cards into a smaller deck (all 52 cards in a pile) and shuffles (mixes) them thoroughly. If the students are to work in pairs, either the colors or the numbers, or both can be determiners. A student drawing (picking) a *red two* can look for another student with *a red two*. If four partners are needed for a group, all students drawing the same number will form a group, no matter what the color of their card is. You can remove one whole suit (the shapes) if three students are needed for each group. If you want your students to group differently during the same class period, you can have them group by number the first time, and by suit or color the second time. It's possible to group the students differently three times in one class: first by number, then by color, then by suit.

Teaching grammar
The Importance of teaching grammar

Native speakers usually think of English grammar as a subject studied in school. Studying grammar teaches you how to talk and write correctly. Note the word "correctly". You already know how to talk, that having learned the language as a toddler. And you had at least the rudiments of writing well in hand before you started studying grammar. The studying grammar was sort of an embellishment and refining of something you already knew. A large part of grammar for the native

speaker is learning the names for elements language-nouns, verbs, prepositions, and the like-and learning how they work together in prepositional phrases, sentences, clauses, paragraphs, and so on. This aspect of grammar can be compared to an anatomy class in which you learn how your muscles work. You have been using your muscles successfully since you were born. Now you are learning what you and your muscles actually do. Another part of grammar for the native speaker is fine tuning the language already used. Such things as exercises in which you choose the correct form of "lie" or "lay", activities teaching you to use "whom" in the right places, or instruction on identifying and eliminating dangling modifiers (example: "I saw an accident standing at my bedroom window"), are really attempts to correct tiny mistakes in your use on the language.

Grammar as Seen by the Linguist or Grammarian.

To a professional in the field of grammar—a linguist—grammar is the study of how words and phrases are arranged in the expression of thoughts and ideas. This study of the language is parallel to a biologist's study of a plant or animal. What are the various organs in this organism? How do they work? What do they do? How do they interact with one another? The linguist approaches the language in the same way. Some of the questions which a linguist might ask are:

What are the basic elements in this language? What are the words, prefixes, suffixes, etc.?

How do the basic elements work? How do they combine to communicate such things as negatives, questions, the relative time that something happened, etc.?

How do the elements interact with one another? In what order do they occur in a phrase or sentence? What combinations communicate what ideas?

Grammar in an EFL/ESL context.

From the point of view of the language learner, learning the grammar the language is closer to the linguist's position than the non-professional native speaker's. The learner needs to know what the words of the language are and what they mean. He also needs to know how to combine these words to say what he wants to say.

Example: A speaker of Japanese has to learn sooner or later that in English the verb comes in the middle of the sentence rather than at the end of the sentence as it does in Japanese:

English statement word order	This is a book
Literal translation of Japanese	This a book is

All approaches to teaching English and all EFL/ESL teachers, deal one way or another with a teaching of English grammar. As it is defined by the linguists -he words of English and their combinations. The important thing for you to remember is that grammar in an EFL/ESL context is quite different from the grammar you knew and loved (or didn't love) in school.

In order to understand a language and express oneself correctly one must assimilate the grammar mechanism of the language studied. Indeed one may know al the words in sentence and yet fail to understand it, if one does not see the relationship between the words in the given sentence. And 'vise' 'versa', a sentence may contain one, two and more unknown words but if one has a good knowledge on the structure of the language one can easily guess the meaning of these words at least find them in a dictionary. For instance, one can hard understand the following sentences without a knowledge, grammar even all the words are familiar:

We saw him book a ticket. It made me return home. Each of them includes some grammar difficulties for Russian speaking pupils, namely, the infinitive construction in book and make. However, if a pupil has assimilated the model of the complex object in the English language he will understand that the sentence—we saw him book a ticket—the word "book" is not a noun, it cannot be a noun since him book is complex object. In this sentence book is infinitive therefore pupil must look it up in a dictionary under v. in the second sentence the verb make is used in the meaning of 'заставлять' since there is the infinitive construction to make somebody do something which the pupil can easily recognize if he learn it.

No speaking is possible without the knowledge of grammar without the forming of a grammar mechanism. If a learner has acquired such mechanism, he can produce correct tenses in a foreign language. Paul Roberts writes "Grammar something that produced the sentences of a language. By something we mean a speaker of English grammar. In a sense you are in English grammar. You possess as essential part of your being, a very complicated apart which enables you to produce infinitely many sentences. English ones including many that you have never

specially learned. Furthermore by applying your rule you can easily tell whether a sentence that you hear is a grammatical English sentence or not."

A command of English as is envisaged by the school syllabus can not be ensured without the study of grammar. Pupils need grammar to be able to and speak read and write in the target language.

The difficulties of teaching grammar

The most difficult point of English grammar is the article because it is completely strange to Russian speaking pupils. The use of the articles and other determines comes first in the list of the most frequent errors.

The chief difficulty in learning new language is that of changing from a grammatical mechanism of the native language to that of the new language. Indeed every language has its own way fitting words together to form sentence. In English word order is more important than in Russian, the inversion of subject and a finite verb in "Are you…? indicates the question form. In speaking English, Russian pupils often violate the word order which results in bad mistakes in expressing their thoughts.

The English tense system also presents a lot of trouble to Russian speaking pupils because of the difference which exists in these languages with regard to time and tense relations. For example: The people can not at first understand why he must say I have seen him today -I saw him yesterday. For him the faction is completed in both sentences and he does not associate in anyway with today or yesterday. The sequence of tenses is another difficulty point of English grammar or Russian speaking pupils because there is no such phenomenon in their mother tongue. Why should he say? She said she was busy when she was busy?

The use of modal verbs in various types of sentences is very difficult for the learner. For example: He should differentiate the use of can and may while in Russian the verb 'могу' covers them both. Then he should remember which verb must be used in answers to the questions with modal verbs. For instance, may I go home? No you must not. May I take your pen? Yes you may. Must I do it? No you needn't.

Pupils find some specific use of infinitive, participle and gerund constructions difficult. For example: I saw him run. I want you to go there. They were seen to arrive. After finishing they went home. Pupils are careless in the use of these tiny words and consider them unimportant

for their thoughts when speaking English.

English grammar must begin therefore with pupils learning the meaning of these structural words, with practice in their correct use. For example: This is a pen. The pen is red. Correct selection of grammar teaching material is the first step towards the elimination of mistakes.

How to teach grammar

Teaching grammar should be based upon the following principles:

1. Conscious approach to the teaching grammar. This means that in sentence patterns teaching points are determined so that pupils can concentrate their attention on some elements of the pattern to be able to use them as orienting points when speaking writing a target language. For example: I can see a book. I can see many books. The man asked for your telephone number. The teacher draws pupils' attention to the new element in the sentence pattern. The teaching points may be presented in the form of a rule a very short one. It is usually done in the mother tongue. The rule helps the learner to understand and assimilate the structural meaning of the elements. It ensures a conscious approach to learning. This approach provides favorable conditions for the speedy development of correct and more flexible language to use. However it does not mean that the teacher should ask pupils to say this or that rule. Rules do not ensure the mastery of the language. They only help to attain the practical goal. If a pupil recognizes and employs correctly the forms that are appropriate that is sufficient. The teacher realizes the difficulties the sentence pattern presents for your pupils. Comparative analysis of the grammar item in English and in Russian or within the English language may be helpful thing, of the shortest simple way for presentation of grammar item. Remember the more you speak about the lost time or be fit practice. And not only this more the teacher explains the less his pupils understand what he is trying to explain. This leads to the teaching giving more information than is necessary which does not help the pupils. In the usage of this particular grammar item only hinders them.

2. Practical approach to the assimilating of grammar. It means that pupils learn those grammar items which they need for immediate use either in oral or written language. Here the teacher teaches pupils correct grammar usage and not grammar knowledge.

3. Structural approach to the teaching grammar items are introduced and drilled in structures or sentence patterns. It has been provided and accepted by the majority of teachers and methodologists that were never the aim is to teach pupils the comment of the language, and speaking in particular, the structural approach meets the requirement.

Pupils are touch to understand English when spoken to and speak it from the very beginning. This is a possible provided they have learned sentence pattern and words as a pattern and they know how to adjust them to the situations they are given.

In our country the structural approach to the teaching of grammar attracted the attention of many teachers. As a result structural approach grammar has been adopted by our school since it allows the pupil to make up sentence by analogy, to use the same patterns for various situations. Pupils learn sentence pattern and how to use them in oral and written language.

Furnish pupils with words to change the lexical meaning of the sentence pattern so that pupils will be able to use it in different situations. Remember such pupils should assimilate the grammar mechanism involved in the sentence pattern.

Situational approach to teaching grammar

Pupils learn a grammar item used in situation. For example, the possessive case may be effectively introduced in classroom situation. Here the teacher selects the situations for the particular grammar item you are going to a present. Look through text book and other teaching materials and find these situations which can ensure comprehension and provide the usage of the item.

5. Different approach to the teaching of active grammar and passive grammar. Grammar items pupils need for conversation taught by the oral approach i. e. pupils and them perform various oral exercises, finally see them printed and write sentence using them.

Here the teacher if the grammar you are going to present belongs to the pupils need for conversation, select the oral approach message for teaching grammar. If pupils need grammar item for reading, start with reading and writing sentence in which grammar items occur.

While preparing for the lesson at which a new grammar item should be introduced. A teacher must be realized the difficulties pupils will meet in assimilating this new element of the English grammar.

Grammar aspects of major approaches to language teaching

This section will give examples if text books written within the three broad categories of language-teaching approaches discussed and show how grammar is dealt with in each approach. Each example is an excerpt showing only the grammar presentation aspects of the lesson. In all three examples the same grammar point is taught, the sentence pattern "This is a___ ". You will be able to see the differences in the way the three approaches teach the same feature.

Traditional Grammar Translation
Description

The essence of this approach is that the grammar language is presented explicitly by rule (generally in the native language of the student), with example sentences in the target language.

The student:

- Learns this rule by studying the example sentences;
- Translates sentences exemplifying the rule into his language;
- Translates sentences from his language into target language;

Comments.

Students who have learned English well via this approach typically have the grammar of English down pat. In fact, they generally know Much more English grammar than native speakers do. They can read English quite well and in many cases and write it well. Such students are often weak, however, in the oral aspects of language. Their pronunciation tends to be difficult to understand, they have great difficulty understanding native speakers, and their fluency is quite low. These last two problems tend to lessen if students are in the English—speaking environment for any length of time. The solid grounding in grammar and written English allows them to establish relationships between the oral and written language. Fluency comes with practice in any circumstances.

Critics of Grammar Translation approach point out that hearing and speaking a language are what language learning is all about, and if an approach doesn't allow the student active practice in hearing and speaking, there is something dreadfully wrong with the approach. They also content that learning all that grammar is a waste of time. Just as

young children learn to speak a language without benefit or grammatical instruction, the language learner can do the same.

These criticisms have been pretty much accepted throughout England and United States, and have led to the abandonment of the Grammar Translation Method in EFL/ESL teaching. However, Grammar Translation is extremely widespread in other countries, largely because the only approach that does not require the teacher to speak the target language well. Given the emergence of English as a world language, and the consequent great demand for English instruction in third world countries, it's inevitable that people who know only a little English will find themselves teaching it. These teachers will naturally opt for a language teaching approach that puts the least pressure on their English abilities. The Grammar Translation Method meets there needs. Admirably and, in addition, is probably very familiar to them as the way in which they themselves learned the English they know.

Direct Method and Audio - lingual Method
Description

The essence of both the Direct Method and the Audio -lingual method is that the best way to learn a language is through habit formation. Students are exposed to model sentences that they practice in a variety of oral drills and exercises. This practice is supposed to lead than to "internalize" the grammatical structure of the sentence as a habit, after which day presumably can use the sentence type to express their thoughts,

In the audio lingual method, oral language (including careful work on pronunciation) is stressed; written practice is considerate secondary. In fact, in some audio lingual curricular, written work is postponed entirely until the student has reached and intermediate level. While grammar is never dealt with overtly in the classroom, the sequence of presentation of sentence types and vocabulary is rigidly controlled, so that the student is exposed to sentences of gradually increasing complexity. The native language of the student is not used. The teacher is expected to use only English.

Comments.

It is hard to find a student who has learned English solely through this approach. It is an "ideal" approach in the sense that even those who expose its principles augment it in the classroom with activities that are counter to those principles. In any event, students who have studied

English through this approach apparently find it hard to extend what they have learned into natural language situations. While they can do the drills well, they cannot use the language on their own without considerable additional work.

Comments.

Proponents of the various kinds of communicative language teaching argue that it improves on earlier methods because it teaches students to use the language in natural situations and therefore leads to fluency. Critics comment that it does not prepare the student for situations not covered in the text book or class, and that it is difficult to predict in advance the situations for which the student will need language.

Critics also comment that the approach requires students to memorize great deal of material without being shown systematic aspects of that material. The grammatical aspects of the phrase "you have the wrong number" may be too complex to be taught at this point in the book, but students need the phrase if they use the telephone. They are to memorize it in its entirety, without analysis of its components. While this practice saves them a lot of grammatical bother, it requires them to memorize an arbitrary set of words, which has been demonstrated to be much more difficult than remembering patterned or structure items.

Sequencing.

A nation that winds through the various approaches, and on he that you will deal with on a daily basis as you teach English, is the problem of w3hat to teach before what else. Common sense suggests that simpler things should be taught before more complex things and that if you are teaching a variation on X, it is reasonable to have taught X first.

Grammatical sequencing.

In grammar studies, some sentences are simpler, and therefore easier, than others. You dealt with this notion in your English classes in school when you studied simple vs.

Compound or complex sentences. The simple sentence "This is a book" is easier than the complex sentence "If books consisted of loose sheets stuck together any old which way with chewing gum, this would be a book."

The various approaches to teaching English deal with the problem of Sequencing (arranging items from easier to harder) in various way. Textbooks within the Grammar translation Method, Direct Method, and Audio -lingual Method determine a sequence of sentence patterns from simple to complex according to grammatical criteria alone, than arrange

lessons around that sequence.

Approaches to language teaching developed after the Audio-lingual Method reject the notion of such rigid sequencing as is illustrated above. Proponents of these newer approaches argue that more important aspects of language than grammatical structure exist, and that sequencing determined solely by grammar produces uninteresting, irrelevant lessons. These texts do not completely abandon grammatical sequencing, however. A great many post—Audio-lingual textbooks *(like Express Way, Figures 7. 8—7. 10)* sequence loosely according to verb tense. Such sequencing often goes as follows.

Present tense of "be"
"Is this 328—7128? No it <u>isn't</u>"
Present progressive
"This bus <u>is going</u> downtown"
Simple present
"This bus <u>goes</u> to Westville"
Imperatives
"<u>Go</u> down to the corner"

The sequencing of other grammatical features—nouns, prepositions, question forms, etc. –is determined by the content of the conversations.

Other parameters.

While sequencing according to grammatical complexity is of great concern to EFL/ESL textbook authors they consider other parameters as well.

Ease of explanation is another parameter; especially important in approaches (and classrooms!) where the student's native language is not used. Sentence types that are put into the first few lessons have to have meanings which can be demonstrated or pantomimed. You might explain the difference in meaning between "this" and "that" in this way.

| "This is a book." | Point to a book in front of you |
| "That's a book" | Point to a book across the room. |

After the first lessons, sentences must be explainable in language the student can understand. For example, the standard way to explain "must have" is to set up a context:

I went to the drugstore. I bought a paper. I paid for the paper with my wallet. I came here from the drug store. I don't have my wallet now. I <u>must have</u> left my wallet in the drug store.

Another parameter is a progression from things the student knows to things the student doesn't know. It is standard, practice, for example, to

start out with the word "be" in simple sentences, because they are easily demonstrated and occur with alarming frequency. It is also standard practice to go from "be" sentences to the present progressive ("I am going", "you are going," etc) because, among other things that tense uses the forms of "be" the student has already learned.

Practical choice

As you can gather from the previous discussion, the sequencing of materials to be taught with a complex issue. Some teachers make up their own sequences, taking materials from several books. Others follow the sequencing of a particular text or prescribes syllabus (which means simply that they teach the lessons in the order they are given in the book or syllabus), and amplify the lessons with material from other sources. You will probably prefer the latter course, feeling that your energies are better devoted to classroom matters than to wrestling with the problems of sequencing.

The Students Who Want the Grammar

In many cases, you will be teaching from a lecture that does not present grammar and will be uncomfortable without it. Some students will be persistent in their requests for grammatical explanations. Others will simply drop out on the grounds that your class doesn't meet their needs.

There are several ways of dealing with this situation. It makes good pedagogical sense to meet your students' expectation as far as you can. If you can't you have to change their expectations one way or another, or risk your credibility.

Activity

1. Changing in ones life.
Use of past to describe Personal experiences: free compositions of sentences oral and written: discussion.
Procedure:
Ask the students to think of an event on their life that made a big differences to them, start the ball rolling by describing a change in your

own life: encourage them to ask for a student volunteer to describe a similar experience, helping with vocabulary where needed, other students. Contribute further, until the class has had enough. Then ask them all to write down descriptions of their change experiences home work. If you wish and if your students agree, some of them resulting essays can be read out later.

2. Story behind a photo.

Use of past for narrative: also past interrogative, free discussion, with written composition follow up.

Materials: In a previous session ask the student to bring to the classroom photographs of themselves or someone, they know, taken some ago: and bring one yourselves.

Procedure: Show the students your photographs and tell them about the circumstances in which it was taken or any other interesting facts connected other interesting facts connected with each other. Encourage them to ask questions. Then invite another student to display his or her photograph and talk about it. And so on round and class.

Variation: The activity may be based on questions may be in the past about the photograph. The owner of the photograph simple sates full the subject is and from then on all information is given in answer to questions.

Where was this taken?

Did you live there long?

For homework, ask students to write a brief composition based on a similar Photograph.

Teaching Reading
Introduction

Reading is one of the main skills that a pupil must acquire in the e process of mastering a foreign language in school. The syllabus for foreign languages lists reading alone of the leading language activities to be developed. It runs: "to read, without dictionary, text containing familiar grammar material and no more then 4-6 unfamiliar words per 100 words of the text the meaning of which, as a rule, should be clear from the text the meaning of which, as a rule, should be clear from the context familiar word-building elements (in the eight-years cool). "Therefore reading is one of the practical aims of teaching a foreign language in schools".

Reading is of great educational importance, as reading is a means of

communication, people get information they need from books, journals, magazines, newspapers, etc. Through reading in a foreign language the pupil enriches his knowledge of the world around him. He gets acquainted with the countries where the target language is spoken.

Reading develops pupils' intelligence. It helps to develop their memory, will, imagination. Pupils become accustomed to working with books, which in its turn facilitates unaided practice in further reading. The content of text, their ideological and political spirit influence pupils. We must develop in soviet pupils such. Qualities as haunts, devotion to and love for our people and the working people of other countries, the text our pupils are to read must meet these requirements. Reading ability is, therefore, not only of great practical, but educational, and social importance, too.

Reading is not only an aim in itself, it is also a means of learning a foreign language. When reading a text the pupil reviews sounds and letters, vocabulary and grammar, memorizes the spelling of words, the meaning of words and, in this way, he perfect his command of the target language. The more the pupil reads, the better his retention of the linguistic material is. If the teacher instructs his pupils in good reading and they can read with sufficient fluency and complete comprehension he helps them to acquire speaking and writing skills as well. Reading is, therefore, both an end to be attained and a means to achieve that end.

The content of teaching reading

Reading is complex process of language activity. As it is closely connected with comprehension of what is read, reading is a complicated intellectual work. It requires the ability on the part of the reader to carry out as number of mental operations: analysis, synthesis, induction, deduction, comparison.

Reading as process is connected it with the work of visual, kinesthetic, aural analyzers, and thinking. The visual analyzer is at work when the reader sees a text. While seeing the text he "sounds " it silently, therefore the kinesthetic analyzer is involved. When hi sounds the text he hears what he pronounces in his inner speech so it chows that the aural analyzer is not passive, it also works and, finally, due to the work of all the analyzers the reader can understand thoughts, in learning to read one of the aims is to minimize the activities of kinetic and aural analyzers so that the reader can associate what he sees with the thought expressed in

reading material, since inner speech hinders the process of reading making it very slow. Thus the speed of reading depends on ability to establish a direct connection between what he sees and what it means.

There are two ways of reading: aloud or orally, and silently. People usually start learning to read orally. In teaching a foreign in school both ways should be developed. Pupils assimilate the graphic system of the target languages a means which is used for conveying information in print. They develop this skill through oral reading and silent reading.

When one says that that one can read, it means that one can focus one's attention on the meaning and not on the form; the pupil treats the text as a familiar form of discourse and not a task of deciphering. "The aim of the teacher is to get his pupils as quickly as possible over the period in which each printed symbol is looked at for its shape and to arrive at the stage when the pupil looks at words and phrases, for their meaning, almost without noticing the shapes of the separate letters". A good reader does not look at letters, nor even at words, one by one, however quickly, he takes in the meaning of two, three, or four words at a time, in a single moment. The eyes of a very good reader move quickly, taking long "reading perse ". Reading perse in the end is to be attained. It is possible provided:

(1) the reader can associate the graphic system the language with the phonic system of that language;

(2) the reader can find the logical subject and the logical predicate of the sentences: The man there is my neighbour. There were many people in the hall. It was difficult for me to come in June.

(3) the reader can get information from the text (as a whole).

These are the three constituent parts of reading as a process.

As a means of teaching reading a system of exercises is widely used in school, which includes:

1. graphemic- phonemic exercises which help pupils to assimilate graphemic- phonemic correspondence in the English language;

2. structural - information exercises which help pupils to carry out lexical and grammar analysis to find the logical subject and predicate in the sentences following the structural signals;

3. semantic -communicative exercises which help pupils to get information from the text.

The actions which pupils reform while doing these exercises constitute the content of teaching and learning reading in a foreign language.

Some difficulties pupils have in learning to read in the English language

Reading in the English language is one of the most difficult things because there are 26 letters and 146 graphemes which represent 46 phonemes. Indeed the English alphabet presents many difficulties to Russian -speaking pupils because the Russian alphabet differs greatly from that of the English language. A comparison of the two languages shows that of the 26 pairs of printed letters (52 - if we consider capital and small letters as different symbols) only 4 are more or less similar to those of the Russian alphabet, both in print and in meaning. These are K, k; Mm; T, t; 31 letters are completely new to pupils, these are: B, b; D, d; F, f; G, g; H, h; L, l; I, i; J, j; N, n; Q, q; R, r; S, s; T, t; U, u; V, v; W, w; Z, z. The letters A, a B, b c, c E, e, H, 0, o, P, p, Y, y, X, x, occur in both languages, but they are read differently. They are, therefore, the most difficult letters for the pupil to retain. Obviously in teaching a pupil to read English words, much more attention should be given to those letters which occur in both languages but symbolism entirely different sounds. For example: H, p... Pupils often read *How* as [nau]. Therefore, in presenting a new letter to pupils the teacher should stress its peculiarity not only from the standpoint of the English language but from the point of view of the Russian language as well.

It is not sufficient to know English letters. It is necessary theta pupils should know graphemes, how this or that vowel, vowel combination, consonant, or consonant combination is read in different positions in the worlds *(window, down)*.

The teacher cannot teach pupils all the existing rules and exemptions for reading English words. Nor is it necessary to do so. When learning English pupils are expected to assimilate the following rules of reading: how to read stressed vowels in open and closed syllables and before r; how to read *ay, oo, ou, ow;* the consonants *c, s, k, g; sh, th, ng, ck* and *tion, ssion, ous.* The rules are not numerous, but they are important **to** the development of reading.

Pupils should learn the reading of some monosyllable words which are homophones. For example: *son-sun; tail-tale; too-two; write-right:, eye-I,* etc.

At the very beginning, the pupil is completed to look at each printed letter separately in order to be sure of its shape. He often sees words and not sense units. For instance, he reads: *the book is on the desk* and not *(the*

book} (on the desk}.

The most difficult thing in learning to read is to get information from a sentence or a paragraph on the basis of the knowledge of structural signals and not only the meaning of words. Pupils often ignore grammar and try to understand what they read relying on their knowledge of autonomous words. And, of course, they often fail, e. g., the sentence *he was asked to help the old woman* is understood as "Он попросил помочь старушке", in which the word *he* becomes the subject and is not the object of the action. Pupils sometimes find it difficult to pick out topical sentences in the text which express the main ideas.

To make the process of reading easier new words, phrases and sentence patterns should be learnt orally before pupils are asked to read them. So when pupils start reading they know how to pronounce the words, the phrases, and the sentences, and are familiar with their meaning.

Consequently, in order to find the most effective ways of teaching the teacher should know the difficulties pupils may have.

When teaching reading the teacher needs a set of flash cards at hand. If the teacher uses the blackboard instead he can write printed letters on it and pupils can recollect the words they have learnt orally which have this or that letter, compose a word, etc.

The same devices are applied for teaching pupils to read words, the task being different, however:

a. pupils choose words which are not read according to the rule, for example: *lake, plane, have, Mike, give, nine;*

b. pupils are invited to read the words which they usually misread:

yet - let	cold - could	
form - from	called - cold	
come - some	wood - would	
does - goes	walk - work	

c. pupils are invited to look at the words and name the letter which makes the words different:

though - thought	since - science	
through - though	with - which	
hear - near	content - context	
hear - hare	country - county	

d. pupils in turn read a column of words following the key word;

e. pupils are invited to pick out the words with the graphemes *oo, ou, ea, th,...*

In teaching to read transcription is also utilized. It helps the reader to

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read a word in the cases where the same grapheme stands for different sounds: *build, suit,* or words which are not read according to the rule: *aunt, colonel.*

In modem textbooks for the 5th form transcription is not used. It is given in the textbooks for the 6th and the 7th forms. Beginning with the 6th and 7th forms pupils learn the phonic symbols so that they are able to read unfamiliar words which they look up in the word-list or a dictionary.

All the exercises mentioned above are designed to develop pupils' ability to associate the graphic symbols with the phonic ones.

The structural-information exercises are done both in reading aloud and in silent reading. Pupils are taught how to read sentences, paragraphs, texts correctly. Special attention is given to intonation since it is of great importance to the actual division of sentences, to stressing the logical predicate in them. Marking the text occasionally may be helpful.

At an early stage of teaching reading the teacher should read a sentence or a passage to the class himself. When he is sure the pupils understand the passage, he can set individuals and the class to repeat the sentences after him, reading again himself if the pupils' reading is poor. The pupils look into the textbook. In symbols it can be expressed like this: T-C-T-Pi-T-P2-T-Pn-T-C (T-teacher; C-Class; P-Pupil).

This kind of elementary reading practice should be carried on for limited number of lessons only. When a class has advanced far enough to be ready for more independent reading, reading in chorus might be decreased, but not eliminated:

T-C-PiPaPn.

When the pupils have learned to associate written symbols with the sounds they stand for they should read a sentence or a passage by themselves. In this way they get a. chance to make use of their knowledge of the rules of reading. It gives the teacher an opportunity to see whether each of his pupils can read. Symbolically it looks like this: Pi ?2 Pn T(S) C (S-speaker, if tape recorder is used).

Reading as a method of teaching and learning the language should take place in all the forms. This is done with the aim of improving pupils' reading skills.

The teacher determines what text (or paragraph) and exercises pupils are to read aloud.

In reading aloud, therefore, the teacher uses:

(a) diagnostic reading (pupils read and can see their weak points in reading);

(b) instructive reading (pupils follow the pattern read by the teacher or the speaker);

(c) control reading or test reading (pupils read the text trying to keep close to the pattern as possible).

Mistakes and how to correct them

In teaching pupils to read the teacher must do his best to prevent mistakes.. We may, however, be certain that in spite of much work done by the teacher, pupils will make mistakes in reading. The question is who corrects their mistakes, how they should be corrected, when they must be corrected.

Our opinion is that the pupil who has made a mistake must try to correct it himself. If he cannot do it, his classmates correct his mistake. If they cannot do so the teacher corrects the mistake. The following techniques may be suggested:

1. The teacher writes a word on the blackboard. He underlines *ck* in it and asks the pupil to say what sound these two letters convey. If the pupil cannot answer the question, the teacher asks some of his classmates. They help the pupil to correct his mistake and he reads the word.

2. One of the pupils asks: *What is the English/or "черный"?* If the pupil repeats the mistake, the "corrector" pronounces the word properly and explains the rule the pupil has forgotten. The pupil now reads the word correctly.

3. The teacher or one of the pupils says: *Find the word "черный" and read it.* The pupil finds the word and reads it either without any mistake if his first mistake if his mistake was due to his carelessness, or he repeats the mistake. The teacher then tells him to recollect the rule and read the word correctly.

4. The teacher corrects the mistake himself. The pupil reads the word correctly. The teacher asks pupil to explain to the class how to read *ck*.

5. The teacher tells the pupil to write the word *black* and underline *ck*. Then he says how the word is read.

There are some other ways of correcting pupils' mistakes. The teacher should use them reasonably and choose the most suitable for the case.

Another question arises: whether we should correct a mistake in the process of reading a passage or after finishing it. Both ways are possible. The mistake should be corrected at one's while the pupils read the text if

they have made it in a word which will occur two **or** more times in the text. If the word does not appear again, it is better to let the pupil read the paragraph to the end. Then the mistake is corrected.

A teacher should be on the alert for the pupils mistakes, follow their reading and mark their mistakes in pencil.

Silent reading. In learning to read pupils widen their eyespan. They can see more than a board, a phrase, a sentence. The eye can move faster than the reader is able to pronounce what he sees. Thus reading aloud becomes an obstacle for perception. It hinders the pupil's comprehension of the text. It is necessary that the pupil should read silently. Special exercises may suggested to develop pupils' skills in silent reading. For instance, "Look and say, read and look up. " To perform this type of exercises pupils should read a sentence silently, grasp it, and reproduce it without looking the text. At first they perform such exercises slowly. Gradually the teacher limits the time for the pupils' doing the exercises. It makes them read faster and faster. All this lead to widening their eyespan.

Teaching silent reading is closely connected with two problem:

1. Instructing pupils in finding in sentences what is new in the information following some structural signals. The later is possible provided pupils have a certain knowledge of grammar and vocabulary and they can perform lexical and grammar analyses;

2. Developing pupils' ability in guessing.

Pupils should be taught how to find the logical predicate in a sentence. The teacher may ask his pupil to read a text silently and find the words conveying the new information in the text according to their position. There are some signals which may be helpful in this respect. These are- The Passive Voice *(the doctor was sent for):* the indefinite article (a *man came up to me),* the construction "It is / was" *(It was not difficult for him to finish his work in time),* etc. Grammar and lexical analyses help pupils to assimilate structural words, a determiner the meaning of a word proceeding from its position in the sentence, to find the meaning of unfamiliar words, and those which seem to be familiar but do not correspond to the Structure of the sentence (e. g., *I saw him book a ticket).* Pupils' poor comprehension often results from their poor knowledge of grammar. The teacher should instruct pupils how to work with a dictionary and a reference book so that they can overcome some difficulties independently. Although in school the teacher often applies grammar and lexical analyses, however, he often does it not with the aim of the "actual division" or parsing of the sentence and better

comprehension of the sentence or of the text, but with the aim of checking or revision of his pupils' knowledge of grammar and vocabulary. This vocabulary analyses for revision. However, much more attention should be given to teaching pupils how to carry out the actual division of sentences to get information from the text. Here are a few examples of structural- information exercises:

- Read the following sentences and guess the meaning of the words you don't know.

- Read the sentence *An idea struck me* and explain the use of the indefinite article.

- Find the logical predicates in the sentences with the words *alone, even, so.*

- Read the text. Stress the words conveying new information in each sentence. E. g., I have a bag. The bag is black.

It is a new bag. I like my new bag.

- These sentences are too complicated. Break them into shorter sentences.

- Find the sentences, which summarize the paragraph.

- By what words is the reader carried from sentence in this paragraph?

- What is the significance of the tense difference?

- What is the effect of the series of repetitions in the paragraph?

To read a text the pupil must possess the ability to grasp the contents of the text. The pupil is to be taught to compare, to contrast, to guess, and to foresee events.

One of the most frequently used methods by which children attack new words is through the use of picture clues.

The use of context clues is another word-getting technique. The pupil discovers what a new word is when that particular word is needed to complete the meaning of sentence.

In teaching pupils to read much attention should be given to the development of their ability to guess. One of the best ways to develop this skill is to give the pupil the text for acquaintance either during the lesson or as his homework. He can read it again and again. "Before questions" may be helpful. They direct the pupil's thought when he reads the text. If the work is done during the lesson, the teacher can direct his pupils in guessing new words.

The teacher instructs pupils how to get information from the text. Semantic-communicative exercises are recommended. They all connected with silent reading. They may be:

- Read and say why Jack does not take the apple.
- Read. Find answers to the following questions.
- Read the text. Find the word which describe the room.
- Read the text. Say what made the Prime-Minister leave the country.
- There are two causes of the strike. Find them in the text.
- There are three main features of the substance mentioned in the text below. Find them.
- They author describes his hero with great sympathy. Find in what words the expresses his attitude.
- Read the text and prove that... is a kind woman.
- Read the text and find arguments to prove that...

The three types of exercises are distributed differently depending on the stage of teaching. In the 5 - 6th forms graphemic-phonemic and structural-information exercises should prevail. In the 7-10' forms structural-information and semantic-communicative must be mostly used; the latter should prevail.

Pupils perform graphemic-phonemic exercises reading them aloud. The teacher uses individual, group, and full class reading. He checks pupil's reading by making him read aloud.

Pupils perform structural-information exercises by reading them aloud and silently. The teacher uses individual group, and full class reading when pupils read sentences, paragraphs of the text aloud, and when the aim is to teach pupils correct intonation, in connection with the actual division of sentences. He checks the pupil's reading asking him to read aloud.

The teacher uses mass reading when pupils read the sentences, paragraphs of the text silently; the objective may be different: either to reading their eyespan or to find new information. The teacher checks the pupil's silent reading by asking him to reproduce a sentence or a paragraph; through partial reading sentence or a clause; through the pupil's interpreting the text; by utilizing true-and-false statements, questions and answers, and, finally translation.

Pupils perform semantic-communicative exercises reading the text silently. If the work is done during the lesson the teacher uses mass reading. He checks his pupils' comprehension by asking the pupils individually. The choice depends on the stage of teaching; on the material used; on pupils' progress.

In junior stage the following techniques may be suggested:
Read and draw.

Here are the questions. Find the answers in the text.

Find the following sentences in the text.

Correct the following the statements which are not true to fact.

Translate the sentences beginning with the words..........

Recite the text.

Read the sentences you find most important in the text.

Some of the assignments may be done in writing.

In the intermediate and senior stages the following techniques may be recommended.

Answer the questions. (All the type of questions may be used. However, why-questions are desirable.)

Tell your classmates what (who, when, where, why).

Read the words to prove or to illustrate what you say.

Find the words from which you have got some new information for yourself.

Read the paragraph you like best, and say why you like it,

Translate the paragraph when (where, why).

Translate the text. (This may be done orally or in written form.)

Write a short annotation of the text. (This may be done both in Russian or in English.)

The choice depends on the material used.

If the text is easy, i. e., if it does not contain unfamiliar words and grammar items the teacher uses those techniques which are connected with speaking,. With active use of vocabulary and sentence pattern. Similar techniques may be used in intermediate and senior stages if the text is not difficult for the class. The teacher asks his pupils a few test their understanding. The interrogation should be carried out bricking if a particular pupil has not got his answer ready. For the most profitable results of this work speed is essential. It ensures that all get a chance to answer. With books open one of the pupils asks a question or a number of questions and another answers. The teacher asks the pupils to retell the text. One pupil begins retelling the text, another continues. Each says a few sentences. The teacher asks

the first group of pupils to be ready to say everything they know about **X,** the second group -everything they know about J, the third group - about Y, and so on. The teacher arranges a discussion on the text read by pupils in class or at home.

The work must be carried out in a way which will be of interest to pupils and develop not only their reading ability but their aural

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comprehension and speaking abilities as well.

If the text is difficult, i. e., if it contains unfamiliar words and grammar items, and pupils must consult dictionary or a reference book to understand it the techniques the teacher uses should be different, as the pupils read the text not only to get information but to improve their knowledge of the language and intensive work may be connected with:

(a) lexical work which helps pupils to deepen and enrich their vocabulary knowledge;

(b) grammar work which helps pupils to review and systematize their grammar knowledge and enrich it through grammar analyses;

(c) stylistic work which helps pupils to become acquainted with stylistic use of words and grammar forms;

(d) content analyses which helps pupils to learn new concepts quite strange to Russian- speaking pupils. For instance, the Houses of Parliament, public schools, etc.

The exercises are mostly connected with recognition on the part of the learners, namely, *find... and read; find... and analyze... ; find... and translate; read those sentences which you think contain the main information; answer the questions,* etc. The choice also depends on pupils' progress. If pupils are orally skilful, the techniques the teacher uses are to be those connected with conversation. If pupils are poor in speaking the techniques the teacher uses should be those of recognition, translation, retelling in the mother tongue, etc.

Unfortunately, some teachers have a tendency to teat instead of teach during classroom work and they often continue themselves to reading and translating the text. This is a bad practice. Pupils are tested and not taught. Moreover, the procedure becomes monotonous, and the work is ineffective. A pupil who has been called on to read and received a mark will not usually listen to his classmates.

The methods and techniques suggested above will help the teacher to teach pupils reading as the syllabus requires.

Teaching writing
The Importance of teaching writing

When we learn a second language, we learn to communicate with people: to understand them to talk to them read what they have written and write to them. But in fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a

part of our second language syllabus. There is an additional and very important reason writing helps our students learn. First writing reinforce the grammatical structures and vocabulary that we have been teaching our students. Second, when our students write they also have a chance to be adventurous with the language to go beyond what they have just leaned to say to take risks. Third when they necessarily become very involved with the new language; the effort to express idea and the constant use of eye, hand, brain, is unique way to reinforce learning. The close relationship between writing and thinking makes writing a valuable part of any language course. There are as many answers as there are teachers and teaching styles or learners and learning styles.

Some teachers and researchers have stressed quantity of writing rather than quality. They have, that is approached the teaching of writing by assigning vast amounts of free writing on given topics, with only minimal correction of error.

Writing as a skill is very important in teaching and learning a foreign language; it helps pupil to assimilate letters and sounds of the English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking and reading. Writing's practical value can fix patterns of all kinds (words, phrase and sentence) in pupil's memory. The school syllabus reads; "writing is a mighty means of teaching a foreign language.

Writing includes penmanship spelling and composition.

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

1. The habit of writing letters of the English alphabet.

2. The habit of converting speech sounds in to their symbols-letters and letter combinations.

3. The habit of correct spelling of words, phrase and sentences.

4. The habit of writing various exercises that lead pupils to expressing their thoughts in connection with the task set

. In order to form writing habits the following factors are important.

1. Auditory perception of sound, a word, a phrase, a sentence.

2. Articulation of a sound and a pronunciation of a word, a phrase, a sentence by the pupil who writes.

3. Visual perception of letters or letter combinations, which stand for sounds. In writing there participate our ears, eyes, nerves, throat, tongue, the movements of the muscles of the hand participate.

Some methodologists are sure that a conscious approach to teaching

and learning a foreign language, can ensure pupils' progress in writing.

Difficulties in teaching writing

When the pupils are taught spelling composition and penmanship, its necessary to know the difficulties Kyrgyz pupils find in learning to write English. The writing of the English letters doesn't present much trouble, because there are a lot of similar letters in both languages, only several letters may seem strange (r, r, q, q, j, t, h, x, f).

Pupils find difficult to make each stroke continuous when the body of the letter occupies one space, the stem one more space above, the tail one more space below. Pupils should know that the small letters are all made with an unbroken movement of the pen. The most difficult thing for pupils in learning is to write in English spelling. The spelling system of a language may be based upon the following principles.

1. Historical or conservative principle when spelling reflects the pronunciation of earlier periods in the history of the language.

Fe: Russian English bought, easy.

2. Morphological principle. In writing a word the morphemic composition of the word is taken into account.

Fe: In Russian. The morpheme is. In English suffered learned, the affixal morpheme is ed.

3. Phonetic principle spelling reflects the pronunciation Russian English leg, pot.

In Russian and German the morphological principle prevails. In French and English the historical principle dominates. The modern English spelling originated as early as the 15 th century has not been changed. The same letters in different words are read in the differently fe; fat, fale

Different letters or letter combinations in different words are read in the same way I eye, meet-meat.

Many letters are pronounced in some words and are mute in other words.

Hour-[aue] brought [brɔ:t] laugh[lʌf]

The differences that exist in the English language between pronunciation and spelling may be explained that there are more sounds. There are 23 vowel sounds in English and 6 letters to convey them.

In teaching English spelling special attention should be given to the words.

Fe: daughter, beautiful, foreign must be assimilated through manifold repetition in their writing pupils should know.

1.   How to add s-to words ending in y -day-days

ed to words stayed

ing - to verbs -study-studying

er, est - to adjectives in the comparative and the superlative degrees clean-cleaner-cleanest

2. When the consonant should be wobbled sit-sitting, fit-fitting.

3. The main word building suffixes

ful- beauty-beautiful.

Writing a composition or a letter, which is a kind of composition where the pupil has to write down his own thoughts. The pupil often does not know what to write, he wants good and plentiful ideas, which will be within his vocabulary and grammar.

How to teach writing

They usually write in the way the teacher does, so he be careful while writing on the blackboard, because pupils copy what is written and how its written. The teacher should bear in mind that pupils are taught to write only those letters of the English alphabet, which really present some difficulties. They probably forget that the difficulty is not in writing but in memorizing the name of the letter.

In spelling instruction the teacher should know the difficulties of English spelling and instruct pupils how to over come these difficulties.

1. Copying. The aim of this exercise is to allow the pupils to practice what has been taught in listening and speaking. Writing does this because the movements of the muscles of the hand are now called in to hold the ear, the eye and the muscles and nerves of the throat and tongue. The look and the feel of the word are used to help the memory.

For the better assimilation of the spelling of words, it is recommended that various associations should be established, such as

a. Associations by similarity in spelling.

Room-spoon-moon; thought-bought-brought; night-right-light

b. Associations by contrast in spelling

two - too

sea - see

Pupils should be also asked to spell words by themselves. Much care should be given to the words whose spelling doesn't follow the rules. For

example: daughter, busy, sure. Pupils master the spelling of such words by means of repetition in writing them.

The teacher shows his pupils how to rely on grammar in spelling the word. The more the pupils get acquainted with grammar, the more will they rely on in their spelling.

For example: the pupils have learned the plural of nouns in the English language. Now they know that the ending S is added, though it sounds either [S] as adjective forming suffix. In the words dislike, disadvantage it is necessary to write I, and not E as the negative prefix is dis.

Copying applies equally well to the phrase pattern & the sentence pattern with the same purpose to help the memory, for pupils shouldn't be asked to write at least in the first two years, any thing that they don't already know thoroughly through speech and reading. Copying, after it has been thoroughly learnt, should practice every new word, phrase or sentence pattern. Copying may be carried out both in class and at home.

In copying at home the pupils must be given some additional task preventing them from performing the work mechanically. The following tasks may be suggested.

a) Underline a given letter or letter combination for a certain sound.
b) Underline a certain grammar item.
c) Underline a certain words depicting For example: The names of school things.

The additional work the pupil must perform in copying a text or an exercise makes him pay attention is a good way of ensuring the retention of the material. It must be extensively applied in the junior and in the intermediate stages.

2. **Dictation**. This kind of writing exercises is much more difficult than copying. Some methodologies think that it should never be given as a test to young beginners. Dictation is the valuable exercises because it trains the ear and the hand as well as the eye; it fixes in the pupils mind the division by division. Dictation can vary in forms and in the way they are conducted.

a) **Visual dictation**: As the type of written work is intermediate between copying and dictation. The teacher writes a word, or a word combination, or a sentence on the blackboard. The pupils are told to read it and memorize its spelling. Then rubbed out and the pupils write it from memory.

b) **Dictation drill**: aims at consolidating linguistic material and

preparing pupils for spelling tests. The teacher dictates a sentence. A word with a difficult spelling either is written on the blackboard, or is spelt by one of the pupils. Then the pupils are told to write a sentence. The teacher walks about the class and watches them writing. He asks one of the pupils who has written correctly to go to the blackboard and write a sentence for the other pupils to correct their mistakes. The dictation drill may be given for 10-20 minutes.

c) **Self-dictation**: Pupils are given a text to learn by heart. After they have learnt the text at home the teacher asks them to recite it. Then they are told to write it in their copy-book from memory. This type of written work may be given at junior and intermediate stages.

3. Writing sentence on a given pattern. This kind of writing exercises is more difficult because pupils choose words. They are to use themselves. The following exercises may be suggested.

a) Substitution. I've a little <u>dog.</u> The pupils should use other words instead of <u>dog.</u>

b) Completion. Did you… home task? Pupils should complete.

c) Extension. He gave me… roses (pupils should use adjective before roses.)

Practice of this kind can lead pupils to long sentences.

4. Writing answers to given questions. The question helps the pupils with the words and pattern required the answer. The object of written exercise mentioned to pupils spelling in target language and to fix the linguistic material in their memory and in this way to provide favorable conditions for developing their skills in writing compositions.

Progress in writing a foreign language is possible on condition that pupils have adequate preparation for writing. Writing compositions will not help much in the learning of a new language without careful preparation.

Preparation may include:

a) Oral questions with the aim of giving the pupil practice in presenting facts and ideas in the target language.

b) The use of pictures and other visual aids to provide information for written work.

c) Auding an extract or a story, which can stimulate pupils, thought, after auding there should always be some on the content.

d)   Silent reading, which can be used as a source of information for pupils to speak about, then for writing.

In teaching composition the following exercises may be suggested.

1. A written reproduction of a story, either heard or read with blackboard classes most of the words that are habitually misspell must be written on the blackboard.

2. a description of a picture, an object, situation.

3. a description paragraph about a text on certain subject. Pupils may be given concrete assignments.

For example: Write what you have learned about.

4. an annotation on the text read

For example: Pick out sentence, which express the main idea in the text, write the contents of the text in 3-5 sentences.

5. a composition on a suggested topic. "My family". "The book I like best". Pupils should be taught to write a plan first, then to write the story following the plan.

6. Letter writing

Fe: Write a letter for your friend who lives in another city interesting pupils skills in writing the teacher should use. Those kinds of work pupils get used for and which they can do because. They must be will – prepared before they are given a lest, in teaching writing the following test may be recommended to measure pupils achievements in penmanship, spelling, composition.

1.   The teacher measures his pupils' achievements in making English letters in the right way by asking individuals to write some letters on the blackboard.

2.   The teacher measures pupils achievements in penmanship, spelling by giving dictation, tests.

Writing is much like ice skating: the mare you practice, the better you get, if you are free to make mistakes, you'll want to practice, and you'll look for ward to new writing challenges. Writing is both a process and a product. The writer imagines, organizes, drafts, edits, reads and is reads. This process of writing is often cyclical and sometimes disorderly ultimately, what the audience sees, whether it is an instructor or a wider audience is a product- ones say, letter, story or research report.

Freewriting. – is a method many writers use to warm up and get ideas on paper. For five or fen full minutes, students write without stopping about any thing that comes into their head. Student shouldn't worry grammar or about writing complete sentences. After ward, they read what they have written and under line any parts you like. Freewriting is a wonderful way to let ideas pour on to paper without getting stuck by

worrying to soon about correctness or good writing. Sometimes freewriting produces nonsense, but often it provides interesting ideas for further thinking and writing.

Brainstorming– means freely jotting ideas about a topic. As in freewriting, the purpose of Brainstorming is to get as many ideas as possible on to paper, so you will have something to work with later. Students lust write down every thing that comes to mind about a topic – words, phrases, ideas, details, examples, little stories afterward, students underline ideas they might want to develop further.

Clustering- or mapping an effective way to get ideas on paper, to begin clustering, students should write one idea or topic – usually one word in the center. Then they let their mind make associations, and write those ideas down, branching out examples, students should jot these around it in a cluster.

Other word for cluster is word wed – is more visual form of brain storming that help students think of and think about what they want to use in their writing assignment. This activity can be done individually on in pairs or groups of students. They think of related ideas or words and draw relationship with a series of boxes, circles and arrows. They should work quickly and without much planning from their "web of words" they can choose which ones they are most interested in writing about.

Teaching listening
The importance of listening

Without actually having been taught to listen a student may be able to express himself orally, but he will be never be able to communicate with speakers of English if he is unable to understand what is said to him.

Often speakers arriving in England find the listening skill the most difficult, yet in a lot of cases it isn't actually taught because it is a passive skill, many teachers seem to assume that it's quite easy. However, as listening is the most varied medium over which the student has no control, it would seem logical that it should be actually taught along with speaking, and the learner should be exposed, quite early on, to as many different types of listening as possible.

Intensive listening
Two possible types of intensive listening, exercises can be distinguished.

1. Exercises which focus on detailed comprehension of meaning

a) Comprehension questions. As with reading comprehension questions, these can be:

1. factual (where the answer is clearly stated somewhere in the passage.

2. personal (where the questions related to the student's own experience on opinion).

3. Summary questions where the s-t listens to a passage and then has to summarize. What he has heard. One possibility is that the student takes notes as he listens. The summary could be written up in the form of a letter or a newspaper report.

4. Logical problems, "All Frenchman speak French but not everybody that speaks French is a Frenchman"

Questions based on sentences such as the above should encourage very careful intensive listening. Intensive listening for language. Teachers often do more detailed work on language once the students can understand what they are listening to. It is usually more effective if the linguistic exercises are somehow related to each other and to the passage and are not just unconnected bits and pieces.

Extensive listening- here the student is not reinforcing a structure or practicing a grammar point, which is linked to the rest of the course work. Extensive listening exercises are those where a student is primarily concerned with following a story, or finding something out from the passage he is listening to as student can sometimes be overawed by the prospect of doing extensive listening, the teacher can prepare the students for listening to a passage by telling them something about the topic of the listening text on by giving them key words.

<u>**Isolating the listening skill.**</u>

Exercises designed to practice listening nearly involve the other skills as well. e. g. Students listen and respond in writing; the teacher asks questions and sentences respond orally etc.

We have seen from other sections that it is not always easy on desirable to separate one skill from another.

However in some cases it is difficult to see whether or not students have understood and listening passage without isolating the listening factor. For example, some students may have understood but get stuck over formulating a connect answer; others understood but can't remember; a few students may be just too lazy or apathetic to put their hands up to answer. In many cases students, level of understanding is ahead of their writing or oral ability. One way of practicing only listening is by asking students to answer to what they hear in new linguistic ways.

An example, at elementary level might be:

Example: 1. Sentences listen to teacher reading or on tape.

♀ ♀ Jane isn't as tall as Mary

Put a circle around Jane.

Example 2

🖐 🐈 🖊 🐌

Activities Example 2.

A similar task like wise relying on visuals is "identify and number".

Students near on tape or the teacher reads:

N:1. It's got four legs. It's quite big you can ride it.

N:2. It's got four legs. It's small. It likes cheese.

Activities. Construct a similar exercise but instead of animals use different sorts of clothes. F. E. They are made of wool. They are usually two of them. We wear them on our hands.

Exercises. Another useful exercise which does not involve reading, writing and speaking is picture dictation.

Here the teacher dictates a passage and the students draw what the teacher dictates.

F. E. It is a room. It is big, light and clean. It has two windows a door. There are flowers on the windows. There is a map of England on the wall. There is a blackboard on the wall etc.

Example 6.

🏠⚓

Another related activity is to give students a partially completed picture to which they have to add details as they hear a description, e. g. students are provided with pictures of an empty street and they hear details of what is happening in the street, which they must then draw in.

This example is "listen and do" activity.

Authentic Listening Materials

Generally speaking, listening materials can be selected which does include structures and vocabulary beyond the ability level of students, providing the task the students have to perform after the listening is within their capabilities. In other words, the activity and not the material is graded. Authentic material can be used even at the beginner stages. The activity however be graded for example the teacher can play extracts from different types of radio programs to the students who have to identify what type of program (news, sports, commentary they are listening too) Listening to the news, students can be asked to identify the main new items. Students can only to identify where the conversations took place,

and what is happening on the attitudes as a motivating device. Students get real satisfaction from having made some sense out of real –life language at the early stages. If the teachers can show students how easy it is to understand something from authentic material rather than how difficult it is to understand everything, then students are more likely to want to understand more.

Dialogues- improve listening comprehension.

As well as presenting the dialogue on tape, shorter dialogues can be presented orally by the teacher. Presenting the dialogue on tape however, has obvious advantages. The teacher has a constant and unvarying model and can focus attention not only on structural and lexical points, which wed clarifying, but also on points of phonology. Having the dialogue on tape has the further advantage that the teacher can stop the tape where necessary. e.g. If he wants to check comprehension of small details. Reading, writing and speaking work can also arise naturally out of listening comprehension dialogues.

Why teach listening?

One of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents - rather than just the voice of their teacher with its own idiosyncrasies. In today's world, they need to be exposed not only to one variety of English (British English, for example) but also to varieties such as American English, Australian English, Caribbean English, Indian English or West African English. When people of different nationalities speak to each other, they often use English too, so that a Swiss flight attendant might well have to understand a Japanese woman's English variety, just as an Argentinean might need to be able to cope with a Russian's version. There are, of course, problems associated with the issue of language variety. Within British English, for example, there are many different dialects and accents. The differences are not only in the pronunciation of sounds ('bath' like 'laugh' vs. 'bath' like 'cat') but also In grammar (the use of 'shall' *in* northern varieties compared with its use in 'Standard English' — the southern, BBC-type variety; the grammatically coherent use of 'done', e. g. 'I done it' in non-standard English). The same is of course true for American, Indian or West African English.

Despite the desirability of exposing students to many varieties of English, however, common sense is called for. The number of different

varieties (and the degree to which they are different from the one students are learning) will be a matter for the teacher to judge, based on the students' level, where the classes are taking place etc. But even if they only hear occasional (and very mild) varieties of English which are different from the teacher's, it will give them a better idea of the world language which English has become.

The main method of exposing students to spoken English (after the teacher) is through the use of taped material which can exemplify a wide range of topics such as advertisements, news broadcasts, poetry reading, plays, (pop) songs with lyrics, speeches, telephone conversations and all manner of spoken exchanges. Teachers can imitate these, but good tapes are far more powerful.

The second major reason for teaching listening is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features. As we have said, exposure to language is a fundamental requirement for anyone wanting to learn it. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress.

Lastly, just as with reading, students get better at listening the more they do It! Listening is a skill and any help we can give students in performing that skill will help them to be better listeners,

What kind of listening should students do?

The debate about the use of authentic listening material is just as fierce in listening as it is in reading. If, for example, we play a tape of a political speech to complete beginners, they won't understand a word. You could argue that such a tape would at least give them a feel for the sound of the language, but beyond that it is difficult to see what they would get out of it. If, on the other hand, we give them a realistic (though not authentic) tape of a telephone conversation, they may learn much more about the language and start to gain confidence as a result.

Listening demands listener engagement, too. Long tapes on subjects which students are not interested in at all will not only be demotivating, but students might well 'switch off - and once they do that it becomes difficult for them to tune back into the tape. Comprehension is lost and the listening becomes valueless.

Everything depends on level, and the kind of tasks that go with a tape.

There may well be some authentic material which is usable by beginners such as pre-recorded announcements, telephone messages etc. More difficult material may be appropriate for elementary students provided that the questions they are asked do not demand detailed understanding. Advanced students may benefit from scripted material provided that it is interesting and subtle enough - and provided the tasks that go with it are appropriate for their level.

Since, as we have said, listening to tapes is a way of bringing different kinds of speaking into the classroom, we will want to play different kinds of tape to them, e. g. announcements, conversations, telephone exchanges, lectures, 'plays', news broadcasts, interviews, other radio programmers, stories read aloud etc**.**

It is perhaps this relentlessness of taped material "which accounts for the feeling of panic which many students experience during listening activities. If they fail to recognize a word or phrase they haven't understood - and If, therefore, they stop to think about it - they often miss the next part of the tape and are soon falling behind in terms of comprehension. It is especially for this reason that students have to be encouraged to listen for general understanding first rather than trying to pick out details immediately. They must get into the habit of letting the whole tape 'wash over them' on first hearing, thus achieving general comprehension before returning to listen for specific detail.

Listening is special too because spoken language, especially when it is informal, has a number of unique features including the use of incomplete utterances (e. g. 'Dinner?' serving as a perfectly functional way of asking 'Is dinner ready?'), repetitions (e. g. 'I'm absolutely sure, absolutely sure you know that she's right'), hesitations ('Yes, well, ump, yes, possibly, but, er. etc). Experience of informal spoken English together with an appreciation of other spoken factors — the tone of the voice, the intonation the speakers use, rhythm, and background noise - will help students to tease meaning out of such speech phenomena.

Because of its special characteristics, teachers need to ensure that students are well prepared for listening and that they are clearly able to hear what they listen to. These and other concerns are summarized in the following six principles.

What are the principles behind the teaching of listening?

Principle 1: The tape recorder is just as important as the tape.

However good your tape is, it will be useless if the tape recorder has a poor speaker or if the motor speed keeps changing and the tape goes faster or slower. You need to be sure that the tape recorder can be heard all round the classroom.

Another vital feature is a tape counter that is easy to see. When you find the right place on the tape, you can either remember the number which the counter is showing or press the counter at that point so that it now shows 000. In both cases, you can find your way back when you want to "play the tape for the second or third time — instead of going backwards and forwards all the time trying to find the right place. With longer tapes, you can also note the counter number for each part or section you may need to return to.

Remember too that if you want to use your tape recorder for music as well as speech you may need a better machine.

Principle 2: Preparation is vital.

Teachers and students need to be prepared for listening because of the special features we discussed above.

Teachers need to listen to the tape all the way through before they take it into class. That way, they will be prepared for any problems, noises, accents etc., that come up. That way, they can Judge whether students will be able to cope with the tape and the tasks that go with it.

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, to be in a position to predict what is coming. Teachers will do their best to get students *Engaged with* the topic and the task so that they really want to listen.

Principle 3: Once will not be enough.

There are almost no occasions when the teacher will play a tape only once**.** Students will want to hear it again to pick up the things they missed the first time. You may well want them to have a chance to study some of the language features on the tape.

The first listening is often used just to give students an idea of what the listening material sounds like (see Principle 5) so that subsequent listening are easier for students. Once students have listened to a tape two or three times, however, they will probably not want to hear it too many times more.

Principle 4: Students should be encouraged to respond to the content of a listening, not just to the language.

As with reading, the most important part of listening practice is to draw out the meaning, what is intended, what impression it makes on the students. Questions like 'Do you agree?' are just as important as questions like 'What language did she use to invite him?'

Principle 5: Different listening stages demand different listening tasks.

Because there are different things we want to do with a listening text, we need to set different tasks for different listening stages. This means that, for a first listening, the task needs to be fairly straightforward and general (and almost certainly of the *Activate* type). That way, the students' general understanding and response can be successful ~ and the stress associated with listening can be neutralized.

Later listening, however, may focus in on detail - of information, language use, pronunciation etc.

Principle 6: Good teachers exploit listening texts to the full.

If teachers ask students to invest time and emotional energy in a listening task - and if they themselves have spent time choosing and preparing the listening — then it makes sense to use the tape for as many different applications as possible. Thus, after an initial play of a tape, the teacher can play it again for various kinds of *Study* before using the subject matter, situation or tape script for a new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself.

In the following four examples, we are going to look at listening activities from beginner to upper intermediate levels. Although the tapescnpts are all different, the sequences have one thing in common: they *Engage* the students, before preparing them with a brief *Study* phase to face the listening phase.

Example 1 (beginners)

Before the listening takes place, the students have been introduced to (and practiced saying) words like 'coffee', 'tea', 'breakfast' etc. They have done a quick question-and-answer drill with 'What do you have for breakfast?'

They now look at three photographs: a woman at the counter of a cafe giving her order, 0a woman in an office holding a coffee pot and

(apparently) offering coffee to a man, and a woman at a restaurant table being attended to by a waiter.

The students look at the pictures and say what they are (a cafe, an office and a restaurant). They are then asked to listen to three conversations. All they have to do is match the conversations to the pictures (e. g. 'Conversation 1 is m... '). When the teacher has made sure they understand the task, she plays them these tapes.

Conversation 1

WAITER: Good morning, madam.

WOMAN; Good morning. An English breakfast, please.

WAITER: Tea or coffee?

WOMAN: Tea, please.

Conversation 2

WOMAN: Cup of coffee?

CLIENT Oh yes, please. That'd be lovely.

WOMAN: Sugar?

CLIENT: Just one, please.

Conversation 3

CUSTOMER: A tea, 2 black coffees and an orange juice, please. WAITER: Anything else? CUSTOMER: No, thank you.

The role listening in language learning.

The majority of Americans are monolingual. But you are now working in a country where the majority of your students may speak two, three, or even four languages. And they didn't necessarily learn these languages at school. If you ask them how they learned, they will probably shrug their shoulders and say they just picked them up. Ask a little more about this process of picking up a language and you will find two common features. **One,** your students were exposed to the language by people who were using it as they went about their daily lives. Two, at some point your students were required to do something which necessitated understanding and responding to meaningful messages in this language. Someone might have shouted at them to get out of the way, they may have been asked to pay for a bus fare, they may have to ask the price of food. And though your students may not have understood ever word that was said to them, context made the meaning perfectly clear.

Exposure

You are working in a more formal environment, either in a classroom or giving lessons at someone's work place. But this does not mean that you should ignore the features that go into successful informal language learning. The first feature to consider is exposure to the language. Babies and young children are exposed to massive amounts of talk in their acquisition of a language. In both these approaches, learners are allowed large blocks of time to listen before they are asked to speak. Learners' brains are allowed to assimilate, store and process aural information with the learners hardly being aware of what is going on. Think back to your first few days in country. If you didn't know the language which was being spoken all around you, you probably couldn't even tell where one word ended and another began. But after a week or so, while still not understanding most of what was being said, you had probably started to recognize units of sound as individual words. Your brain had been registering, sorting, and classifying thousands of impressions without your realizing it. When teaching English, provide your students with similar opportunities to absorb the sounds of English and to accumulate understanding.

Provide plenty to listen to

What this means is that you have to be prepared to include in your lessons segments where you talk a lot to your class. Talk about yourself and your family; talk about the Peace Corps, its goals and 'its different programs; talk about the United States, its educational system, its demography, its diverse agricultural practices. Obviously you will not want to abuse your position by sounding forth on topics which might embarrass or offend your students. It would be almost unnatural not to have some complaints and negative feelings about your host country, but the classroom is not the place for you to vent **your** feelings.

Lower stress.

*S*tress can and does block learning. By making sure that your lessons **are** motivating you can relieve your students of the stress and boredom that often blocks learning. A teacher can be very informed, meticulously organized, and professionally conscientious, but much of this counts for nothing if her lessons are boring or are inappropriately difficult. Your

energy and the pleasure you take in your job can transform a dull textbook and put life into a deadening syllabus, and at the same time lower your students' stress level. Your planning and awareness can ensure that your classes are pitched to promote progress and successful learning for your students.

Let your students' brains work while they are doing something else. Playing a cassette of songs with English words while you are working with your students on a project not related to English language learning gives your students' exposure to the language. For example, if you have a secondary project running the school's home economics club and your students are sewing or cooking, play one of your favorite tapes. Without paying attention to the music, your students will almost inadvertently learn the words and intonation of the song as they get on with their other work.

Meaningful "Real life" Messages

The second feature of successful informal language learning to consider is meaningful messages. In the first step your students were exposed to the language, but were not necessarily expected to speak. In this second phase, your students were expected to respond. The people who spoke to your students had a reason for doing so. The cyclist wanted room to pass, the bus conductor wanted a fare, the vendor in the market gave a price. The speakers' purposes were clear. The responses expected of the listeners were equally clear. Your students had to get out of the way, give the correct fare, or pay for food. Unfortunately many listening exercises in the classroom do not possess the reality of meaningful messages. The give and take of real life communication is removed from exercises in which students are asked to "listen and repeat, " or asked to complete listening exercises without any preparation on the content and situation of the listening passage. In order to promote listening for meaningful messages you will need to include a number of real life features when developing your listening activities.

Build in response time

Many listening exercises are transformed into memory exercises because the listeners' responses come only after long stretches of speech. You can avoid this by requiring short active responses occurring during or between parts of the listening passage rather than at the end. For instance you could develop an exercise called "Detecting Mistakes, " in which you tell a short story about the school in which you have included some informational mistakes. Your students are required to listen to your story

and to raise their hands if, they hear a mistake, or to mark on a paper the number of mistakes they hear, and then to check that they have marked down the correct number of mistakes. Here is an example of a "Detecting Mistakes" story.

Yesterday was Tuesday (mistake # 1, it was Wednesday) and I decided to go and visit my friend Mr. Ngugui, the history teacher (mistake # 2, Mr. Ngugui teaches geography), I walked out of the staff room and turned right down the corridor past the art room and the science laboratory (mistake # 3, the science laboratory is in another building), etc.

In an exercise of this sort you should include approximately ten informational mistakes. Do not include grammatical mistakes in this exercise. Your only aim is to teach your students to listen for information. Your story should not be more than about twelve sentences long.

Resources for teaching listening comprehension

Students have access to three main resources for practicing listening comprehension: the teacher, other speakers of English, and tapes.

The Teacher

You, as the teacher, are clearly the most important resource. Develop an awareness of yourself as the primary source of English for your students and tailor your teacher talk to meet their needs. This involves monitoring your vocabulary choice, your sentence structure, your speed and volume of voice, and your speech characteristics.

Your vocabulary choice should be appropriate. Ask yourself if you are choosing words which are too abstract or too slangy. Try recording yourself as you teach, then listen to the recording to see if your vocabulary is appropriate. Check your sentence structure, too. Allow for redundancies, but as a general rule of thumb keep to straightforward structures.

Sometimes it may be necessary to slow down your rate of speech. Be careful not to fall into the trap of making your speech sound unnatural when you slow down. Pause between phrases, not after each word. Make sure that your pronunciation is distinct and that you project your voice so that it carries to the back of the class.

Tapes

Your third resource for listening comprehension is tapes. Unless you are teaching a very specialized group of learners such as air traffic controllers or international telephone operators, your use of tapes should be carefully limited. In many cases this limitation will happen naturally.

You will not have access to recorders, which can be heard by large classes, nor to commercially produced tapes suitable for your students. So unless your students have specific need to be able to listen to but not see the speaker, do not worry about not having tapes. Frequently the use of tapes imposes a difficult task with insufficient reward to show for a lot of effort.

However, you may find some use for tapes in a multilevel class. You could give work to do with a tape to the advanced section (preferably no more than seven students), while you work with the rest of the class on another project.

Listening Activities

Chain Stories: Students invent a story using a story card as the opening line. The first student reads the first story card and makes up a sentence to follow the story card opening line. The next student continues that story with another sentence and so on until each student in the group has added one sentence to the story chain. This activity can be done in groups of three or more, or as a whole class activity with a small class. However, if students have to wait too long for their turn to speak, they may lose interest in the activity. The teacher cal ls "time to finish" after three to five minutes. Then another student begins a new chain story with a new story card. Some suggestions;

One day I decided to take a bus as far as it went. One night I just couldn't fall asleep

... I had a big argument with my best friend.... I thought I saw a ghost.

. „ I decided to take a trip.... I decided to go exploring.

... I decided to buy something that was alive.... I heard a loud explosion.

... I woke up and realized I was in love.... the neighbor's dog began barking,

... I decided to do something I have always wanted.... I decided to change my life.... I lost my voice, my mother/ son didn't come home**.**

... I woke up late,... I couldn't find my dog/cow/horse.

„. I decided to lie to everyone.... I decided to quit my job.

... I realized I was the only person alive in the world.

Variation: Each student gets a card-with the same situation on it. When the students add their part of the story, they must stay close to the situation card.

It's raining and cold. Your shoes are full of water,

Every car that passed has splashed you with muddy water. You are cold and wet. And you're alone in a strange city, but you have no money.

Variations:

a. The teacher says a sentence to the students («I got up at seven o'clock this morning. ")

* First student repeats this sentence and add his/her own appropriate sentence in the same tense.

* The second student will do the same, repeating the first two sentences and adding his/her own

sentence in the same verb tense. This continues until all the students have taken part.

b. A student who makes a mistake repeating what has been said before is out of the game. The winner is the student who can repeat the entire story most accurately.

Variations from; Galya Koroleva, Mordovia State University, Saransk, Mordovia, Russia koroigvagalya(J^maii. ru

Using Dialogues for Listening Comprehension: The teacher and one student volunteer read a dialogue that the teacher has prepared. Students listen for words that have the "S" sound (or vocabulary words, grammar formations, specific information, etc) and take notes of examples. After reading the dialogue once or twice, students list on the board the words they heard with "S". Note: The "S" sound may occur in the beginning, medial or final position in English words.

Word Play: The first student in the circle says a word and the second student must say another word beginning with the last letter of the word given by the first student. For example, the first student says *gun,* the second *never,* the third *river,* etc. Each student must say a word before the count of five. Those who fail are out of the game. The student who stays in the longest wins.

Word Lightening: Students sit or stand in a circle. One student stands in the middle of the circle. S/he points to one of the students in the circle and calls "s". The student pointed to immediately begins saying words that begin with "s". When s/he repeats a word or runs out of "s" words, the student in the center points to another student and calls out another letter. But if the student called on can say at least 10 different words beginning with a particular letter, s/he gets to come to the center of the circle.

Telephone Line: Students sit in a circle and pretend to talk on the telephone to the next student. The phone conversation begins with a sentence the teacher gives. For example: ''John' s brother Tom is meeting

Mary's mother at the Chinese food restaurant tomorrow night at 8:00" once the phone conversation has begun, the students repeat exactly what they here from the student who "telephones" to the students whom they "telephone". The last students in the circle repeats what she or he heard and it is compared with the original sentence. The original message usually changes a little with each phone call.

Gossip: Instead of using telephone call, students whisper to each other the beginning information. As the information is whispered around the circle, it will change.

Gossip Relay Race: Arrange students in two rows of chairs. The teacher writes the same sentence on two pieces of paper and gives one to the first student in each row. These students read sentence and give the paper back to the teacher. At a signal the sentence is whispered from student to student. When the last student in the row hears it, she or he runs to the teacher and whispers the sentence. The winning row is the one whose sentence is most nearly like the original sentence. In a time, the team finishing first wins.

Rumors: This activity can be used with any level student because the information given to the student uses only grammar and vocabulary are already familiar with. As each student tells the story the audience is carefully marking each student for a) additions to the original story, b) deletions, **c)** pronunciation.

Four students leave the room. The teacher writes a short narrative paragraph on the board while students copy it on a piece of paper. One of the four students comes in and reads the story. The teacher erases the board. Student #2 comes in and Student #1 tells Student *2* the story as s/he remembers it. Student #3 comes in and Student #2 tells #3; then #3 tells #4, The last student tells the story to the class while a student who stayed in the class writes this version on the board. A student who stayed in the room re-writes the original version on the board and the last story telling is compared to the original.

Story Building; Students stand in a circle. The teacher begins by pointing and saying, "Look at that!" Class repeats with the same gesture and tone of voice. Student to the right repeats with gesture (pointing) and same tone of voice, and adds his/her own sentence to the story like, "It's a mouse. " or "What is it?" The whole class then repeats, "Look at that! It's a mouse? /What is it?" The activity continues until all students have added a sentence to the story.

Continued Story: One student starts an original story and talks for one

minute. Then the next student immediately continues the story from the point where the first student was stopped. The story continues with each student adding to it. When it is the last student's turn, the story is concluded;

Colors Recognition: Students stand in a circle each one holding a card of different colors: red, yellow, blue, white, black, green. Be sure students know the word and the color it represents. Students listen carefully as the teacher reads the following story. When the name of their color is read, they walk across the circle holding up the colored card. More than one student may have the same color.

A Spring Day

The door opens wide. It is Sasha who comes to my house every morning at 6 o'clock. We walk to work together. Today is such a beautiful, warm day. The YELLOW sun shines through the GREEN trees. It is spring. There are flowers in the gardens- RED flowers, BLUE flowers, WHITE flowers. Sasha and I see a man in the street. He is riding a BLUE bicycle. He is wearing BLACK boots and a YELLOW hat. He stops riding and asks us, "Have you seen my dog? He's BLACK and WHITE, mostly BLACK. "

"No, we haven't seen your BLACK and WHITE dog, " I tell the man. The man with the YELLOW hat looks very worried. He gets back on his BLUE bicycle and starts to ride away, "Wait", Sasha yells, "I see something there. " He points to the CREEN grass behind us. Behind some tall RED flowers we see something moving. The man rides his BLUE bicycle back to us. Sasha picks up a little BLACK and WHITE dog and hands it to the man in the YELLOW hat. "Oh, thank you so very much!" exclaims the man. " My little girl will be very happy. "

Two Truths and a Lie. This activity is best near the beginning of the semester before students know each other very well. Students introduce themselves and tell the class three things about themselves, one of which must be a lie. The rest of the class asks questions to try to guess which of the three things is the lie. OR - Students could work in pairs, interviewing each other. The student introduces his/her partner and tells the class three things about his/her partner, one **of** which is **a lie.**

Twenty Questions: (students pick a card with a job): animal trainer in a circus, banker, baker, animal doctor, librarian, fanner, musician, taxi driver, farmer, Olympic athlete, king/queen, movie star, airplane pilot.

Your classmates will ask you questions that require a YES or NO answer <u>only.</u> You answer their questions with only a YES or NO. Do not

give them any other information. They will try to guess your profession in twenty questions or less.

LOGIC-WORD PROBLEMS: The answers to the following problems are in the problems. Listen to the words carefully. Check the logic of the problem.

1. Eight birds are sitting on a fence. If you shoot one of them, how many birds will be left?
2. How much dirt is there is a hole that is one meter deep, one-half meter long, and two meters wide?
3. A salesman said that two fathers and two sons came into his shop and each bought watch. None of them bought the same watch, but only three watches were sold. How can this be?
4. As I was going to Saint Ives (St. Ives- a town in southern England) I met a man with seven wives. Every wife had seven sacks. Every sack had seven cats. Every cat had seven kits* (*kittens) Kits, cats, sacks, wives, How many were going to Saint Ives?

5. Can you tell me quickly? I need to know which weight more, a kilo of gold or a kilo of feathers?

6. The roof of my house has an equal pitch on each side. At the bottom of one side is my swimming pool, and on the other side I park my car. If my pet rooster laid an egg on the peak of the roof, will it hit my car or my swimming pool? ase help me with a grammar problem. Is it more correct to say the yolk of eggs, white, or the yolk of eggs _are_ white? ____ A private airplane crashed along the border between the U. S. and Canada. Half of the bodies fell on the American side and half of the bodies landed on the Canadian side. Where should the survivors be buried?

7. A research scientist came to my office today with a bottle of liquid that he has offered to sell me. He says it could make me very rich. He says the bottle contains a new chemical he has discovered that will dissolve anything. Should I buy his chemical? Why?

Answers: 1. "None. They will all fly away. 2. A _hole_ has no dirt. 3. One grandfather, one father, one son. 4. One. 5. Both weigh one kilo. 6. _Roosters_ are male and don't lay eggs. 7. _Egg yolks_ are yellow not white. 8. _Survivors_ are not dead. 9. No. If it will really dissolve anything, it would have dissolved the bottle he is carrying it in.

 A. RIDDLES
 1. What time is it when the elephant sits on the fence?
 2. What is worse than finding a worm in your apple?
 3. Why do birds fly south?_

4. What goes up when the rain comes down?

5. Why do white sheep eat more than black sheep?

Answers to B Riddles: find the correct answer-

A horse in the summertime.

One. After that the cage is not empty.

Any old five-dollar bill ($5.) is better than a new one (dollar bill).

When it's not raining.

The other half of a loaf of bread.

B. RIDDLES

1. Which is better, an old five-dollar bill or a new one?

2. What looks just like a half a loaf of bread?

3. How many lions can you put in an empty cage?

4. When can three large women walk under one umbrella and not get wet?

5. What has four legs and flies?

Answers to A Riddles: find the correct answer-

Because It is too far to walk.

Time to buy a new fence.

Because there are so many more white sheep.

An umbrella

Finding half a worm.

Teaching speaking
Introduction

Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication. Speech is bilateral process. It includes bearing, on the one hand, and speaking, on the other. When we say hearing we mean auding or listening and comprehension. Speaking exists in two forms: dialogue and monologue.

The requirements for oral language are as follows:

1. To understand the language spoken

2. To carry on a conversation and to speak a foreign language within the topics.

This is the practical aim in teaching oral language. But oral language is not only an aim in itself, it is also a mighty means of foreign language instruction. It is a means of presenting linguistic material: sounds, words and grammar items. It is also a means of practicing sentence patterns and vocabulary assimilation. Finally, it is used for developing pronunciation

habits and skills and, therefore for reading and writing since they are closely connected with pupils' ability to pronounce what they read and write. Thus speaking is the most important part of the work during the lesson. The development of speaking follows the same pattern both in the mother tongue and in a foreign language from reception to production as psychologists say, and from hearing to speaking if we express it in terms of methodology.

Oral language as compared to written language is more flexible. It is relatively free and is characterized by some peculiarities in vocabulary and grammar. Taking into consideration, however, the conditions in which the foreign language is taught in schools, we can not teach pupils colloquial English. We teach them standard English as spoken on the radio, TV, etc. Oral language taught in schools is close to written language standards and especially its monologic form. It must be emphasized that a pupil should use short sentences in monologue, sentence patterns which are characteristic of oral language. We need not teach pupils to use long sentences while describing a picture. For example: The boy has a long blue pencil in his left hand. The child may use for sentences instead of one: The boy has a pencil. It's in his left hand. The pencil is long. It is blue.

Difficulties in teaching speaking

Auding or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, phrase or a sentence and recognize this in their own language and they can not do this in a foreign language when they start learning. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding. When auding a foreign language, pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the difficulties entailed. The teacher should help them by making them easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing pupils' skills in auding:

1. linguistic material for auding
2. the content of the material suggested for listening and

comprehension
3. conditions in which the material is presented

Pupils need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical. Phonetic difficulties appear because the phonic system of English and Russian differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. The following opposites present much trouble to beginners in learning English:

Sounds

Pupils also find it difficult to discriminate such opposites as:

They can hardly differentiate the following words by ear: worked-walked, first-fast, lion-line, tired-tide

Lexical difficulties are closely connected with the phonetic ones. Pupils often misunderstand words because they hear them wrong. For example: The horse is slipping. The horse is sleeping. The worked till night. They walked till night.

The opposites are often misunderstood, for the learners often take one word for another. For example: east –west, take-put, ask-answer.

The most difficult words for auding are verbs with postpositions, such as: put on, put off, put down, take off, see off, go in for.

Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle constructions. Besides English is rich in grammatical homonyms, for example: to work –work, to answer-answer, -ed as the suffix of the Past Indefinite and The Past Participle.

Speaking a foreign language is the most difficult part in language learning because pupils need ample practice in speaking to be able to say a few words of their own in connection with a situation. This work is time-consuming and pupils rarely feel real necessity to make themselves understood during the whole period of learning a new language in school. Another factor of no less importance is a psycho-linguistic one; the pupil needs words, phrases, sentence patterns, and grammatical forms and structures stored up in his memory ready to be used for expressing any thought he wants to. In teaching speaking, therefore, the teacher should stimulate his pupils' speech by supplying them with the subject and by teaching the words and grammar they need to speak about the suggested topic or situation. The teacher should lead his pupils to unprepared speaking through prepared speaking.

How to teach speaking

In teaching the teacher has to cope with two tasks. They are: to teach his pupils to understand the foreign language spoken and to teach them to speak the language.

It's easy to think that a conversation class is successful if students are kept busy talking. With this in mind, teachers may find themselves in a continual search for the types of topics that their students will have an intrinsic interest in discussing. However while keeping students talking is a worthwhile aim, it may not constitute what should be the top priority. Talking alone may not suffice to prepare students for speaking situations beyond the classroom, where they will be expected to interact on a wide variety of topics, some interesting, some mundane and some about which they have little prior knowledge.

In teaching speaking the teacher should follow the following principles:

Principle#1.Create a classroom environment where all students want to speak

A.safe, non-threatening.

1. Increase teamwork and cooperation. 2. Reduce the competition (for attention, grades etc)

B. Low-stress low anxiety. 1. Making a mistake. 2. don't know a correct answer 3. Getting a low grade 4. Appearing stupid 5. Didn't do homework

C. Provide many opportunities to speak 1. Reduce "teacher talk 2. Increase learner participation. A. Pair work b. group activities 3. Use the target language in the classroom 4. It is natural for certain people to dominate a discussion and for others to remain silent. The skillful teacher will assure that everyone has the opportunity to express his/ her opinion.

D. Provide a variety of activities. 1. Transactions=communication to get something done with someone for social purposes.
2. interactions=communicating with someone for social purposes.

E. Start from something simple

Principle #2. Students talk about what they want to talk about. A. Use material that is relevant to the learners' real life. Motivation to understand is higher when talking about topics of interest to the learner; comprehension increases with increased interest in the topic.

Principle #3. Students talk about what they are able to talk about A. Class

brainstorms/ reviews, necessary vocabulary and information B. Teacher supplies necessary vocabulary, information, ideas. C. Teacher guides students through a controlled practice activity, then students practice similar activity.

Principle #4. Provide appropriate feedback A. Encouragement (verbal and non verbal) 1. Smile, nod your head. 2. Brief response: "good", "yes". 3. Longer response: "That is a good idea/ point". B. Error correction:

  1) Making mistakes is a natural part of learning a new language.

  2) Accuracy = how closely learner speech matches what native speakers actually say.

  3) Fluency = how quickly and confidently language learner speak the target language.

  Principle#5. Combine speaking with listening and reading.

Types of exercises

Oral exercises are used for the pupils to assimilate phonetics, grammar and vocabulary. They are mostly drill exercises and the teacher turns to them whenever he works at enriching pupils' knowledge in vocabulary and grammar, at improving pupils' pronunciation. For example, reciting a rhyme or a poem is considered to be an excellent oral exercise for drilling pronunciation and for developing speech habits. Making up sentences following the model is an excellent oral exercise for fixing a sentence pattern and words which fit the pattern in the pupils mind. Making statements with the words or phrases the teacher gives is another valuable oral exercise which memory through manifold repetitions. Oral exercises are quite indispensable to developing speech. However, they only prepare pupils for speaking and cannot be considered to be "speech" as some teachers are apt to think and who are often satisfied with oral exercises which pupils perform following the model; they seldom use stimuli for developing pupils' auding and speaking in the target language.

The following drill exercises are suggested for developing the speech of pupils.

Repetition drills. Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialogue.

Chain drill.

A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student,

or asking him a question. That student responds, and then turns to the next student. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Single-slot substitution drill

The teacher says a line, usually from the dialogue. Next, the teacher says a word, or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students' practice in finding and filling in the slots of a sentence.

Forming student groups

In teaching speaking forming student groups plays an important role. In all classes of all size, organizing small groups for activities can present a challenge. Students usually choose to work with the same group of friends. This doesn't allow any change in the dynamics of the small group and can slow students' progress. Also, some students are left without groups. The teacher then puts these extra students together, with the mixed results. A random (without any order) method of assigning group seems to eliminate favoritism on the part of both teachers and students. The teacher can form student groups so that there are some strong students and some weak students, but in the real world, we don't get to pick who will be on our "working team". By forming groups randomly (without any order), students a better idea of how to work with many different people. The are many ways to group students randomly. Below are a few suggestions;

Letters \ Numbers:
Give each student a card with a letter or number on it (i. e. A, B, C. 1, 2, 3). The letters or numbers represent tables in the classroom that have letters or numbers.

After the students pick a card, they go to the table with the same letter or number and work with the other students at that table.

Colored paper:
The students are given a small piece of colored paper and must sit at the table marked with the same colored paper.

Puzzle pieces:

The teacher can create puzzle pieces of different pictures, words or letters make sure there are four or five pieces to each puzzle. The teacher can cut up a postcard picture or a picture of something related to a lesson. Making the puzzles can be a class activity that involves interaction between the students.

Vocabulary words from a lesson may be divided and written on separate cards. Students will pick a card, and then find the rest of their word to find their partner for the next activity.

Ace-King-Queen-Jack

By using playing cards students can be organized into groups. Since there are only four of each cards in a deck, there will be only four group members. The teacher may use two identical decks of cards so that the fifth card can make a group of five.

The students can also be used (hearts, spades, diamond, clubs) or the colors red and black. There must be no more than five students to a group.

Activities

It is possible to design speaking activities that help students hone their skills so that these challenges are addressed more directly. More over, students gain the maximum benefit from these activities when they are given appropriate feed back. In fact, giving feedback can make the difference between the teaching a class with a lackadaisical attitude and a class that is focused and on task.

In keeping with the communicate trend of the times, we began to use pair and group activities. Observing our students' interact, we began to notice that there tended to be one or two exceptional students in any typical class. These students were always actively involved, regardless of what the topic was or who their partners were; this often would be in contrast to others on the class who would skim the surface of activities and finish quickly. Asking follow-up questions soon became a strategy that we recommended to the whole class as a way to reach a deeper and more meaningful level in their interaction.

Further analysis of what the "good" students were doing resulted in a list of conversation strategies that eventually included asking for clarification (Did you say?…), using comprehension checks (Do you understand?…), soliciting information (What do you mean?…) and giving understanding responses (I see).

Role - Plays are considered to be an excellent activity for speaking. Students will act the role using their speech. The following role plays are

suggested.

1. You are waiting in line to buy a movie ticket and the person standing beside you is smoking. The smoke is bothering you.
2. You are at a party. Another guest at the party, who left 20 minutes, has taken you coat by mistake.
3. You have just left the stadium where you saw a music concert. You look for money to take the bus home and your wallet has been stolen.
4. You meet an American at a party and make plans to meet again for lunch on Tuesday. On Tuesday you arrive forty minutes late.

"Tiny Talks"

1. Make list of topics that would be of interest to your students write one topic per card to create a classroom set of cards. Popular topics include: travel, money, love, smoking, drinking, marriage, he place I most want to visit.
2. Place the cards face up on teacher's desk.
3. Have students choose a partner to practice with.
4. Students are come to your desk one at a time to choose a topic they will speak about for one minute.
5. After choosing topics, students talk about their topics with their partners for about 10 minutes.
6. Students then move their desks into a friendly circle.
7. Ask for a volunteer to speak first. Each student will speak for one minute use a timer if you like. Allow students to speak longer if there is enough time.
8. The class should applaud after each "Tiny Talk"
9. The teacher should give some positive feedback or ask question after each speaker.

Two Truth and a lie.

This activity is best near the beginning of the semester, before students know each other very well. Students introduce themselves and tell the class three things about themselves, one of which must be a lie. The rest of the class asks questions to try to guess which of the three things is the lie. Students can work in pairs, interviewing each other. The student introduces his/her partner, one of which is a lie.

Twenty questions.

Students pick a card with a job: animal trainer in a circus, banker, baker.

You are a _____

Your classmates will ask you questions that require a "yes" or "no" answer only. You answer their questions with only a "yes" or "no". Do not give them any other information. They will try to guess your profession in twenty questions or less.

Games.

Games are considered to be one of the most interesting methods in teaching speaking. Pupils feel motivated and free in playing games, because each of them wants to be a winner. The teacher may give to his/her students prizes. Who won in the game? The following games are suggested to play in teaching speaking.

The game of truth.

Make a lot of small cards with interesting topics written on them, such as: LOVE, JEALOSY, PIRACY, MONGY, SMOKING, DRINKING etc. Look for topics that make students speak. Every student in the class will take turns in taking a card. He or she will talk a little about the topic in the card he or she selected. For example: Money: for me money is very important, but not the most important thing. It's only a way to read thing. Success is not measure by the money you get. Allow students to express their feelings even if it is not their turn. Remember the main, point of his game is to make student speak. However don't lose the control of class. If there is a good selection of topics, everybody will try to speak even it is not their turn.

Time indicators.

Students practice using different subject pronouns verb tenses, and the time words an phrases that go with them. They must also be able to recognize different forms of the same verb, especially irregular verbs.

One student says a time word or phrase (e. g. next year, a few days ago). A second must complete a sentence using the proper verb tense. That student then says a different time word or phrase. A third student uses it to form a sentence, but may not use the same verb or subject pronoun the second student used.

Verb tenses may be repeated of necessary, but verbs may not, and subject pronouns may be repeated only after they have all been used once.

Example:

First student: "At the moment…"
Second student: "… I am sitting in a classroom"
Second student: "Last year…"
Third student: "… they went to Europe"
Third student: "Every day …"
Forth student: "… she takes the bus to work"

Discussion also plays an important role developing pupils speaking. The following kind of discussion is suggested to the teachers to use in their classes. It is called "To evaluate the discussion". It can be used after reading the text for consolidation. The teacher divided the class in two groups. The first group will be the participants of the discussion. The second group will be evaluators. Each evaluator has to evaluate one participant. The teacher gives them a question to discuss. Each evaluator has a paper written points of evaluating the discussion. It has following points:

1. To give the main information (+2)
2. To say one's own point of view (+1)
3. To comment on the given information (+2)
4. To pay attention to the mistakes (+1)
5. To begin the discussion (+1)
6. To continue the discussion (+1)
7. To miss the point (-1)
8. To make others be interested in the discussion (+1)
9. Not to be able to give one's point of view shortly (-3)
10. To oppose others to say point of view (-2)
11. To criticize others (-3)

During the discussion they should have on ability of discussion without quarrelling. At the end each evaluator tells his or her points to participant whom her or she evaluated. As a result of the points of pupils can know who is the winner of the discussion.

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