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**«ФИЛОЛОГИЯ, ЛИНГВОДИДАКТИКА ЖӘНЕ АУДАРМАТАНУ: ӨЗЕКТІ
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assumes the knowledge of their origin situations in which they can be used, or the basic of history, literature, political reality of the country the language is spoken.

main objective of linguacultural studies - ensuring the communicative competence in oral communication, primarily through adequate perception of speech interlocutor, and the texts, designed for native speakers.

While learning a foreign language it is important to introduce different realias. The realias are unique to certain nations, peoples, artefacts, the facts of history, government institutions, and of national and folk heroes, mythological creatures, and so on.

Realias may be:

1. familiar to only one language collector and absent in another;

2. present in both linguistic groups;

3. stated functional realities are different: e.g. "cuckoo call" in folk beliefs of the Americans how many years are left to the girl before the wedding, while in Russian it means how many left to a person to live.

If the student doesn't know the correct meaning of a realia it can cause a lot of problems while reading the original texts.

Linguacultural studies provide a solution to a number of problems, in particular, the main problem of adequate understanding of the text, so it acts as a linguistic basis, not only for the text, but also the translation. After all in order to translate the need to understand foreign text with all the nuances of the values, including the subtext, allusions, hints, and only then making a destination to select an appropriate equivalent in the target language, and their lack of knowledge leads to difficulty in communicating in a foreign language and ultimately to a reduction of communicative competence of students.

The study of cultural history, the realities and traditions contribute to the education of a student's attitude to foreign language and culture of the people carrier of the language, there is a need for comparison of the elements of the culture and life of your country and the countries of the world. The study of language, formed the concept of the role of language as an element of the culture of the people and the need to use it as a means of communication.

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TEACHING SPEAKING: ACTIVITIES TO PROMOTE SPEAKING

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Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been neglected and English language teachers have continued to teach speaking just as a repetition of memorization of dialogues. Before, students were given to learn by heart some texts and dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that case, students can express themselves and learn to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking

activities are provided below, that can be applied to EFL classroom settings, together with suggestions for teachers who teach oral language

What is meant by "teaching speaking" is to teach EFL learners to:

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

Activities to develop speaking

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

Discussions

After a content-based lesson, a discussion can be held for various reasons. The student's aim is to arrive at a conclusion, share ideas about an event, or find solutions in their discussion. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend too much time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of four or five members, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they travel". Then each group works on their topic for a set time period, and presents their opinions to the class. It is essential that the speaking time is shared equally divided among group members. At the end, the class decides on the winning group, and the group that defended the idea in the best way. This activity fosters critical thinking and quick decision-making, and students learn how to express and justify themselves in polite ways while disagreeing with others. For efficient group discussions, it is always better not to form large groups, because in large groups students may avoid contributing. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged after each discussion activity so that students can work with various people and learn to be open to new ideas. Lastly, in class or group discussions, whatever the aim is, the students should be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and summarize.

Discussions, like role plays, succeed when the instructor prepares students first, and then facilitates them out of the way. To succeed with discussions:

- Prepare the students: Give them input (both topical information and language) so that they will have something to say and the language with which to say it.
- Offer choices: Let students suggest the topic for discussion or choose from a list of options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or relationships with mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- Set a goal or outcome: This can be a group product, such as a letter to the principal or individual reports on the views of others in the group.
- Use small groups instead of whole-class discussion: Large groups make individual participation difficult.

Keep it short: Give students a defined period of time, not more than 8-10 minutes, for
2. Allow them to stop sooner if they run out of things to say.

Allow students to participate in their own way: Not every student will feel comfortable
out every topic. Do not expect all of them to contribute equally to the conversation.

Do topical follow-up: Have students report to the class on the results of their discussion.

Do linguistic follow-up: After the discussion is over, give feedback on grammar or
pronunciation problems you have heard. This can wait until another class period when you plan to
pronunciation or grammar anyway.

role play

Another way of getting students to speak is role-playing. Students pretend they are in various
contexts and have a variety of social roles. In role-play activities, the teacher gives
information to the learners such as who they are and what they think or feel. Thus, the teacher can
inform student that "You are David, you go to the doctor and tell him what happened last night,
(Harmer, 1984)

Students usually find role playing enjoyable, but students who lack self-confidence or have
proficiency levels may find them intimidating at first. To succeed with role plays:

Prepare carefully: Introduce the activity by describing the situation and making sure that
students understand it

Set a goal or outcome: Be sure the students understand what the product of the role play
is, whether a plan, a schedule, a group opinion, or some other product

Use role cards: Give each student a card that describes the person or role to be played.
For lower-level students, the cards can include words or expressions that that person might use.

Brainstorm: Before you start the role play, have students brainstorm as a class to predict
vocabulary, grammar, and idiomatic expressions they might use.

Keep groups small: Less-confident students will feel more able to participate if they do
not have to compete with many voices.

Give students time to prepare: Let them work individually to outline their ideas and the
information they will need to express them.

Be present as a resource, not a monitor: Stay in communicative mode to answer students'
questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

Allow students to work at their own levels: Each student has individual language skills,
individual approach to working in groups, and a specific role to play in the activity. Do not
expect all students to contribute equally to the discussion, or to use every grammar point you have

Do topical follow-up: Have students report to the class on the outcome of their role

Do linguistic follow-up: After the role play is over, give feedback on grammar or
pronunciation problems you have heard. This can wait until another class period when you plan to
pronunciation or grammar anyway.

simulations

Simulations are very similar to role-plays but what makes simulations different than role plays
is that they are more elaborate. In simulations, students can bring items to the class to create a
real environment. For instance, if a student is acting as a singer, she brings a microphone to sing
on. Role plays and simulations have many advantages. First, since they are entertaining, they
motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of
the students, because in role play and simulation activities, they will have a different role and
they have to speak for themselves, which means they do not have to take the same responsibility

information gap

In this activity, students are supposed to be working in pairs. One student will have the
information that other partner does not have and the partners will share their information.
Information gap activities serve many purposes such as solving a problem or collecting information.
Each partner plays an important role because the task cannot be completed if the partners do

not provide the information the others need. These activities are effective because everybody has an opportunity to talk extensively in the target language.

Brainstorming

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

Storytelling

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

Interviews

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

Story completion

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

Reporting

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

Picture describing

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

Information Gap Activities

- Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with blank spaces. The two partners are not permitted to see each other's timetables and must fill the blanks by asking each other appropriate questions. The features of language that are practiced include questions beginning with "when" or "at what time." Answers would be limited to time expressions like "at 8:15" or "at ten in the evening."

- Completing the picture: The two partners have similar pictures, each with some missing details, and they cooperate to find all the missing details. In another variation, the pictures are missing, but similar items differ in appearance. For example, in one picture, a man walking down the street may be wearing an overcoat, while in the other the man is wearing a jacket. The grammar and vocabulary that are practiced are determined by the content of the pictures. Items that are missing or different. Differences in the activities depicted lead to practice of

Differences in number, size, and shape lead to adjective practice. Differing locations would be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical features. For example, the timetable activity gains a social dimension when one partner plays the role of a student trying to make an appointment with a partner who takes the role of a doctor. Each partner has pages from an appointment book in which certain dates and times are filled in and other times are still available for an appointment. Of course, the open times are not exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a visit or a conference.

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

Provide maximum opportunity to students to speak the target language by providing a classroom environment that contains collaborative work, authentic materials and tasks, and shared responsibility.

Try to involve each student in every speaking activity; for this aim, practice different roles and student participation.

Reduce teacher speaking time in class while increasing student speaking time. Step back and let students work.

Indicate positive signs when commenting on a student's response.

Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.

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

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

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

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

Provide the vocabulary beforehand that students need in speaking activities.

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

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay attention to teaching speaking. Rather than leading students to pure memorization, providing a classroom environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing communicative skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

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