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Հետազոտվող թեմա՝ Teaching Comprehension And Speaking Skills

Հետազոտող ուսուցիչ՝ Նարինե Ստեփանյան

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ԵՐԵՎԱՆ 2022

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INTRODUCTION

Language is means of communication and interaction between all types of people. It has a variety of dialects, ways of expression. It is also continually changing. Therefore, it is rather complicated to teach a language, especially a foreign language.

In order to teach a foreign language the teacher should take into consideration a few factors: Language skills, linguistic material, language material. Language skills include hearing, speaking, reading, writing. Linguistic material includes vocabulary, grammar, phonological minima.

For being able to teach the foreign language effectively there have been created several methods.

The word "methodology" is often misinterpreted or ill-understood. It is usually given lip-service as an explanation for the way a given teacher goes about his/her teaching , a sort of umbrella-term to describe the job of teaching another language. Most often , methodology is understood to mean methods in a general sense, and in some cases it is even equated to specific teaching techniques. It does (or should) in fact mean and involve much more than that. Brown's (1994:51) definitions (reflecting current usage at the time and drawn from earlier attempts to break down and classify elements to do with methodology) are the most useful:

The major methods of teaching a foreign language are : the Grammar Translation Method, the Direct Method ,the Reading Method, and the Audio-Lingual Method.

The following research work consists of introduction, chapter 1,chapter 2 and conclusion.

In the introduction I have touched upon general statements about teaching a foreign language to pupils.

In the chapter 1 I have tried to analyze different ways of teaching speaking skills to pupils in different levels of their knowledge. I have tried to adduce some examples of exercises to be used while teaching speaking skills to make the points clearer.

In the chapter 2 I have spoken about teaching comprehension which is also complicated to deal with. The teacher should be able to make the pupils grasp listening as well as speaking comprehension.

In the conclusion I have summed up all the statements mentioned above and have arrived to some conclusions.

CHAPTER 1 : TEACHING SPEAKING SKILLS

The teaching of foreign languages has traditionally concentrated on making the student aware of certain aspects a of the vocabulary of the language, phonological and morphological features, and syntactic rules but hasn't provided adequaited practice in the selection of a message and process of encoding it for transmission. The result is that students having studied for years have known a great deal about foreign language but haven't been able to use it for expressing their intentions.

The teaching of the speaking skill is more demanding on the teacher than of any other language skill. That's why the majority of the teachers gives up the attempt to teach it and concentrates on what they call a more "intellectual" approach to language teaching. Other teachers persuade themselves that if they speak it fluently too. This is justified by the argument that the students now have the opportunity to learn the foreign language "as the child learns his native language". In this case they ignore the fact that little children learn speaking their language by continually being spoken to and encouraged in their efforts to imitate speech. On the other hand, students in a foreign language class will not learn to speak well merely by hearing speech, though this is also essential in making them acquainted with the the acceptable forms of the language. It will be c=necessary for the teacher to present the students many opportunities to practice the speaking skill, to provoke the students to use their knowledge in speech.

The active practice of speech should not be left to a "later stage", when the students "know the language" from the dissection and resembling of the written script. By this time, many students find it difficult to express themselves in the polished forms of the literary code they have been taught. The prolonged training the students require in working with the speech must not be delayed. That's why speaking the language should be a natural activity from the first foreign-language lesson. The early introduction of the speaking of the language is also important for reasons of motivation. Students come to the study of a foreign language in high school with the strong conviction that "language" means "something spoken". They often lose interest

finding that foreign-language is like other subjects, "learning a whole a lot of stuff from a book," and that being able to speak the language is a distant goal, which can be reached only through years of hard work.

To teach the speaking skill it is necessary to have a clear idea of the processes involved in speech. Through speech, a person expresses his emotions, reacts to situations. Spoken language is a tool for man. In the teaching of the speaking skill, we are engaged in two processes, forging an instrument and giving the student guided practice in use.

Therefore, the teaching of the speaking level includes two levels of activity. The forging of the instrument needs practice in the arbitrary associations of the new language. A student this level just needs to comprehend elements of the foreign-language code, just to be able to express a few probable meanings to be able to do the exercises he has been given by teacher. After comprehending this mechanical work, it's necessary to obtain some practice. When you speak to express your own intentions, this is a hierarchical process. For the expression of the intention the student needs certain constrictions or sentence types referring to past, present or future, absolute or modified form, existent or non-existent. The students chooses the general construction and, according to his intentions, does minor modifications he needs. All of these is done in lightning speed. A student who needs to express his personal meaning should practice a lot to generate suiting his purposes.

At the level of foirging the instrument the teacher aims to build in language habits by elaborately plotted practice, so that at a more advanced stage the student can concentrate on what he wants to say and not on how to say. Phonological, morphological, and syntactical habits of the foreign language should be practiced to a point of overlearning so that he is able to use them without any conscious effort. Building in language habits is a time-consuming activity which must occupy much of the time in the early stages of foreign language acquisition.

For fluent oral communication practice is also essential in models of intonation. It is possible to acquire them more or less automatically in dialogue

learning. If these patterns of foreign-language intonation are frequently practiced with appropriate utterances, they will be retained for a longer period.

It is assumed by many teachers that overlearning morphological and syntactical elements the students will not hesitate about forms while expressing a certain message. In order to achieve this goal teachers often provided unimaginative, repetitious activity which makes the student unwilling to study the language. Undoubtedly, practice is necessary for forging the instrument, but doing this the students should not have the impression of repetition.

The learning of syntactical and morphological associations can be practiced in drills designed for developing speaking skills. Individuals forming part of a class have gradually become a group to some extent aware of each other's activities, and they have some interest in each others' activities. It is therefore essential for the teacher to encourage the students to communicate actively with each other in the given language. This is the ultimate goal of any drill session and the result should be the students' confidence in using different structures to communicate with other individuals.

Well-trained students may find themselves at a loss speaking to a native speaker because the books from where they learnt the language forms didn't give information about the characteristic features of everyday spoken language. Such students may comprehend perfectly a classic play but be confused as soon as they hear two native speakers in conversation. Vocabulary may be easily acquired but the student is amazed to find out that the informal structures used by native speakers are not similar to the literary style he has learnt.

Conversational speech is characterized by the frequent repetition of clichés, tags, exclamations which give the speaker time to recognize his thoughts. Taking all this account, dialogue learning has occurred as a technique for elementary classes. It helps the students to acquire greetings, expressions of surprise, impatience, expletives and exclamations which make their communication easier. In a well-written dialogue the informal language is learned in an immediately useful form. Everything in the dialogue is important for the situation of everyday life. The student learns to speak in

the first and second persons while in the discussion of literary text he is using the third person. He learns to ask questions and to answer them, to reply in incomplete sentences. Apart from the linguistic value of teaching contemporary speech, dialogue learning has also pedagogical advantages. Writers of dialogues should take care make the situational context (the time, the place , the type of activity), the relationships among the characters. Familiar words and phrases should also be reintroduced as memory aids. There are several exercises and tips to be used by teachers to make teaching speaking skills more comprehensible.

Ask students to talk about what they want to talk about.

Ask student to talk about what they are able to talk about.

Provide appropriate feedback.

Combine speaking with listening and reading.

Incorporate the teaching of speech acts in teaching speaking.

When speaking , students are prone to produce far more mistakes than in writing. This can be attributed to the fact that speaking provides students with less processing time. On the other hand, when writing, students can consult dictionaries, they can use the so-called less-frequency words. In case of writing, grammar can be reviewed carefully before handing in the final version of an essay or any other type of text.

Comprehensibility is essential and thus , only those mistakes that hinder communication (mutual comprehension between the listener and the hearer) should be corrected. Under the impact of communicative language teaching methodology, it is strongly recommended to pay an immediate and a considerable attention to global errors of students' oral performance. These global errors must be corrected immediately without any delay. Global errors are those that hinder communication and not paying attention to them can result in misunderstanding between (or among) interlocutors . An example of this type of errors is, for instance, the following sentence:

Yesterday I visited a new apartment. As a result, one may expect a mutual misunderstanding, i.e. failure in communication. It is interesting to notice that global

errors operate not only on the level of lexis, but also on the level of grammar (e.g. syntax). See the following complex sentences:

When he arrived, they prepared the dinner.

When he arrived, they were preparing the dinner.

When he arrived, they had prepared the dinner.

Again, we can see that all the three sentences are grammatically correct, although each of them might have a completely different semantic meaning in a given context, as far as sequence of events is concerned.

Local errors, on the other hand, are easily spotted, but they do not represent any danger to mutual comprehensibility of interlocutors in a particular communicative situation. Example of a local error is the following sentence:

He speak English very well.

It is very easy to identify the problem, but the problem is not at the expense of the communicative value of the sentence.

First of all, we need to realize the fact that learning is a process that takes some time. It is a matter of maturation. In the field of didactics it has been pointed out in the recent years that proceduralization of declarative knowledge (knowledge about the language) should be accomplished through a great deal of practice. During this stage it is recommended to pay attention to functional properties of language. In other words. We should direct students' attention to communicative value of what they are producing. At this stage of language production, they should be encouraged to say something, to convey message and not just to practice it because they are in language classroom context.

It is always essential to keep in mind students' professional specialization. Students should be able to relate personally to selected topics. What is more, topics and selection of content should respect students' level of intellectual development, so that they can discuss various themes chosen by the teacher. As for the exercises, it is always good idea to provide students with some structural activities. In this way, they can gain more confidence when using the language. What is more, their language output becomes more fluent and automatic. Later on, as their proficiency level

improves, students can be presented with some functional and social activities that improve students' abilities to use language with respect to social and cultural conventions and expectations. What is more, their ability to use the language in terms of speech acts categories improves, too (i.e. practice of language functions like agreeing, asking, congratulating, etc.).

Students must be given the freedom to remain silent as long as they do not feel like using foreign language. This is called the silent period. In compliance with Chomsky's theory, in the initial stages of foreign language learning, students are just exposed to foreign language output. In this way, the so-called language acquisition device gets activated that is later on responsible for initial and spontaneous production of target language. After this moment, teachers are advised to encourage students to produce the language, even with mistakes. Mistakes should not be perceived in behaviouristic point of view, as something detrimental to language teaching. They should be perceived as a sign of progress and as an inevitable part of learning in general.

Belief that grammar is in case of speaking unimportant is only a myth. It is true that communicative language teaching stresses comprehensibility of language output, but only when correcting mistakes being produced. This does not mean, however, that grammar should be somehow neglected. Even Krashen points out that grammar functions as a kind of monitor of our language production, and we use it in order to check its formal correctness. That is why he speaks about monitor the teacher over-users who heavily rely on grammar. Thus, they are perfectly accurate, but not fluent enough. Monitor under-users, on the other hand, underestimate the role of grammar and that is why, they are fluent but not accurate, as they make a lot of mistakes. Finally, we have monitor optimal-users who are perfectly fluent and accurate at the same time. These categories of students do recognize the benefits of knowing the rules of grammar, and they are able to take the advantage of this knowledge. Of course, it is important to say that it is up to the teacher to explain students the role of grammar in the system of their linguistic knowledge. In other words, in primary and also secondary language education, grammar should be taught in a communicative

way for everyday use, leaving out the memorization of rules and a great deal of metalanguage. Many post beginners to lower intermediate students are quite capable of expressing their ideas reasonably well. However, they often run into problems when asking questions. This is due to a number of causes: i.e., teachers are the ones that usually ask questions, the inversion of the auxiliary verb and subject can be especially tricky for many students. This simple lesson focuses specifically on the question form and helping students gain skill while switching tenses in the question form.

Aim : Improving speaking confidence when using question forms

Activity : Intensive auxiliary review followed by student gap question exercises

Level : Low-intermediate

Outline:

- . Focus on auxiliary verb usage by making a number of statements in tenses the students are familiar with. Ask students to identify the auxiliary verb in each case.
- . Ask a student or students to explain the underlying scheme of the object question form (i.e., ? word Auxiliary Subject Verb). Have students give a number of examples in different tenses.
- . Split students up into pairs. Distribute worksheet and ask students to ask an appropriate question for the given answer taking turns.
- . Follow-up check of questions either by circulating through the student pairs or as a group.
- . Ask students to each take the second exercise (one for Student A the other for Student B) and complete the gaps by asking their partner for the missing information.
- . Solidify question forms by quickly playing a verb inversion game using the various tenses (i.e., Teacher: I live in the city. Student: Where do you live ? etc.)

Asking questions

Improving speaking skills takes a lot of classroom practice, motivation to speak and skill.

Sometimes it is necessary to think beyond the box, adding creative elements wherever possible depending of course, on the skills of your students and how open they are to creative thinking. Improving the speaking skills of your students for

speaking skills and strategies. Even though the professional years are still way in the future, help your students by starting small. Teach both speaking and listening activities, sometimes even in one lesson, while preparing them for that future presentation. That way, students don't feel the pressure and burden when it comes their turn to present a presentation due to remembering the fear of those earlier years during those speaking activities. Use picture prompts. Depending in the variety of visual resources and class level and ability, a teacher can brainstorm with the class a variety of sentences, (key) words, and phrases around a particular category or situational context that is the building block for a presentation. Follow-up with a memory game or exercise. Students then work in pairs writing down or translating the words they remember. Another teaching activity involves asking question or presenting statements that are not true about themselves, and then asking their friends to decide whether they are true or false. Students have a lot of fun with this one. Play Adjectives all around . Students have one minute to present all the adjectives they can in a sentence.

This _____ person _____ is _____

The other student then tries and guesses who the person is. Make sure they include a minimum of five adjectives and no more than seven or eight. A teacher can use activity to draw the students' attention to the different categories that make up an adjective.

CHAPTER 2 : TEACHING COMPREHENSION

Teaching the comprehension of spoken language is of primary importance if the communication aim is to be achieved. Listening comprehension has its peculiar problems which arise from the fleeting, immaterial nature of spoken utterances. Before devising a sequence of activities to train students in listening comprehension, the teacher should understand the nature of the skill he is setting out to develop. Listening to foreign language may be analyzed as involving two levels of activity: the recognition level and the selection level.

The first. The recognition level includes the identification of words and phrases in their structural interrelationships, of time sequences, logical and modifying terms, and of phrases which are redundant interpolations adding to the development of the line of thought.

At the second, the selection level, the listener is drawing out from the communication those elements which suit his own purposes. At first this can be done with short utterances. Extracting important facts from a communication occupies some of the capacity of the organism and it is also necessary to hold some of these facts in immediate memory to be able to relate them to other facts. As a result, the student's capacity for taking in more information is temporarily reduced. With a long sequence, "high-information items" are emitted in quick succession and he has not sufficient capacity to absorb them. The result of this is that some of them pass unregistered and he misses the point of what he has heard. As the teaching process in all skill areas increases his familiarity with them, these difficulties will be reduced and the learner will be able to follow and also retain longer sequences.

Training at the recognition level should begin from the very first lesson. This doesn't mean that ill-designed and upgraded materials should be presented in the hope that something will happen. In a period teachers were made to surround their students from the very beginning with a veritable mist of foreign-language speech, recreating in the classroom, so it was believed the situation in which students would find themselves if they suddenly appeared in the country where the language under

study is spoken. When people completely adapt to the foreign-language atmosphere, they learn to interpret the sounds they are hearing, but the extent of accuracy differs. For a method to be both economical and efficient it should be taken into consideration that all the skill elements should be developed. In a listening situation a student should be familiar with the parts of a stream of speech to be able to react quickly to some of them which are the most important ones. He must be able to recognize without effort sound pattern, grammatical sequences and tenses, modifiers and function words, expressions which are not so important to the message, etc. Systematically prepared listening-comprehension materials will provide training in a steady progression for all the above-mentioned areas. If suitable materials are not available, the teacher will prepare his own.

The first step in training listening comprehension is provided for in dialogue learning. The student is hearing the same material repeated by the record, his friends and himself. In this way he forms an image of these short expressions and is able to recognize them without analysis. In this case the student may also be dimly aware of the meaning of what he is saying which is not at all preferable. To prevent this, communicative situations within the class group should be organized, where the students can demonstrate actual degree of comprehension.

In the early stages, the teacher should concentrate on teaching the immediate apprehension of a segment of sound that is on recognition. For example, a student may not be able to recall a part of dialogue unless he has over learned it. The value of a dialogue lies in the usefulness of the individual utterances, not in any intrinsic value in the devised sequence.

The potentiality of a dialogue of developing listening comprehension has not been exploited until the student hears combination of the material in the dialogues, in the the context of actual situations. The sense of reality can also be created by filmed situations. If dialogues are not being used, the language material should be similarly exploited in a situational context. In reading extract a lot of conversations should be included, and the students should prepare and act sketches from the lessons they have studied so as their friends are able to understand. It is impossible for the

listener to comprehend every element the way he hears it, he will be unable to see the interrelationship between the words he has studied. Besides, what he has heard, will not retain long in his mind in listening comprehension the teacher can underestimate the difficulties the students' point of view and provide a lot of practice in hearing the materials. A few minutes of listening-comprehension games at the end of the lesson reintroduce materials which aren't at the moment being studied by the students.

Only at an advanced stage the teacher may let the student listen to unrelated material where he is to find meanings from context very quickly. At this stage the teacher occasionally makes the students tell amusing stories from their daily life in the language they study.

Language skills should not be taught in isolation. Listening-comprehension activities should be connected with oral practice and reading, and even be a stimulus for writing activities. It also should be tested along with the other areas of language study. Learning this skill involves four stages: identification, identification and selection without retention, (when the students listen without having to answer to question), identification and guided selection with short-term retention, and identification and selection with long-term retention. New material is forming basis for identification practice, more familiar practice is used in identification and selection without retention and even more familiar material is used for identification and selection with retention. For all these stages exercises should be developed. Materials for listening comprehension should be authentic, that is, should consist of utterances with a high probability of occurrence. (Principles and Practice in Second Language Acquisition, Stephen D. Krashen, Oxford, 1982).

Identification

Students need practice in discrimination of sounds and in the elements of meaning which are conveyed by stress, pitch, and intonation. Dialogues written in authentic speech forms provide practice in aural identification of common word groupings, phonological and structural patterns. Students may listen to dialogues they

have already learned given at a rapid conversational speed for sheer practice in identification.

Identification and Selection without Retention

At this stage the student listens to a connected sequence. The student and the teacher are satisfied if he has followed the passage as delivered without worrying about ability to discuss what he has heard. Simple plays or sketches are the most suitable materials for this stage. The parts should be read with normal everyday diction.

Dramatic readings with a considerable amount of conversation. In listening activities the same tape should be repeated several times to give students further practice with the same material.

Identification and Guided Selection with Short-Term Retention

At this stage the student is given some questions beforehand, not a great number and he listens for the answers which marks on a piece of paper on hearing them.

Dialogues, dramatizations may also be used here

Identification, Selection, and Long-Term Retention

This is the final stage. The student is encouraged to listen freely to all kinds of material: to plays, poems, lectures. The students here should have practice to listening to regional accents.

Speaking Comprehension

Speaking comprehension is not only possible but it is necessary in Education. If we want to overcome the traditional way of teaching, we have to think in a new approach to Language teaching and this involves an active role of teachers and students. If we are referring to L2, it is very important to encourage children to understand the statements, the vocabulary and if it is possible the speech. There are several hours of study in School and not all these hours must be spend in memorising contents or grammar concepts, we must try to create an atmosphere in which all students can participate. One of the future challenges for the basic language

skills is to share the space with the ICTs but the most important task is to be aware that Technology is a tool and the Language is part of our lives.

In the very early years because they must be familiarized with the sounds and the shape of the new language. If we think about Chomsky's theory, they are prepared to acquire a new language, they have only to develop the system. Language is considered a subject in schools but maybe this is a wrong idea, because it is essential in our lives, and nowadays with the borders between countries and cultures broken it is more important to learn more than one language. Maybe the system must be organized around languages, because they are necessary in all subjects. Simple activities such as to use a fairy tale in two or three versions can help our students to develop their language skills. If we delay the learning of language is a great mistake for society.

We intend to apply an active methodology. In the sessions the most important aspect will be the interaction between participants, besides their practical work on language learning. The student must have the necessity of using the language, this is because the activities have to refer to real situations, to descriptions, interactive games, search for information, debates (if possible), reflection on grammar (after the interaction) individual work (writing letters, essays and so on).

Regarding oral expression drama could be a great resource and of course we must try to promote reading in different languages. Obviously all these suggestions must be graded depending on the age of the students but the most important aspects are the necessity of using the language and preparation for an active class.

They are good alternatives but, for instance, the research method could be a great opportunity for the development of their linguistic skills. If we encourage them to find different information (depending on their age this information will be more or less) by themselves or giving them cues, we are promoting the before mentioned necessity of using the language, furthermore they have to use the five linguistic skills (according to the CERF) in doing the tasks.

There are more possibilities such as using the help of the computer games and programmes but in a good way, it means, supervised by the teacher who uses the

motivation of the computer to develop new activities in the classroom. In that case the computer will be the pretext.

The most important aspect in teaching, and concretely in teaching languages is to try to discover the suitable methods for the group and for each student and that is meant to use our expertise. If we do not like drama and games is not a problem because it is sure that there will be other alternatives. And of course it does not mean that the students will be better or worse than the other, simply they will receive a different way of teaching. Teachers have specific abilities or skills and all teachers have the possibility of using drama or games in the classroom due to their personality or perspective of Education.

We can find different alternatives to develop the speaking ability. For example, if we use the book: «The Librarian and the robbers" (Margaret Mahy) and we read to students the excerpt in which the librarian explains to the robbers how to borrow a book. Then we can suggest that by pairs they develop a role-play (about borrowing a book) using the proper vocabulary in a Library. It will be very important politeness, pronunciation and the body language. Thus we can see if they have understood the excerpt and if they can apply this new knowledge to a new atmosphere in the classroom. Of course, we can modify some aspects of the activity by adding elements coming from the concrete context (school, city, country).

Nowadays the most important element is Culture. Each language goes along with its Culture and we must take into account this aspect when we are teaching a language. The Culture is codified in the language and we cannot teach the language without the explanation regarding the Culture. Listening is the most common communicative activity in daily life: "We can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." (Morley, 1991, p.82). Listening is also important for obtaining comprehensible input that is necessary for language development.

What is involved in listening comprehension?

Speech perception (e.g., sound discrimination, recognize stress patterns, intonation, pause, etc.)

Word recognition (e.g., recognize the sound pattern as a word , locate the word in the lexicon, retrieve lexical, grammatical and semantic information about the word , etc.)

Sentence processing (parsing; e.g., detect sentence constituents, building a structure frame, etc.)

Construct the literal meaning of the sentence (select the relevant meaning in case of ambiguous word)

Hold the information in short-term memory

Recognize cohesive devices in discourse

Infer the implied meaning and intention (speech act)

Predict what is to be said

Decide how to respond

Principles of teaching Listening

1. Listening should receive primary attention in the early stage of ESL instruction
2. Maximize the use of material that is relevant to students' real life
3. Maximize the use of authentic language
4. Vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed ,notice level, genre
5. Always ask students to listen with a purpose and allow the to show their comprehension in a task
6. Language material intended to be used for training listening comprehension should never be presented visually first.

Listening exercises and tips

Listening and Performing Actions and Operations

1. Drawing a picture, figure or design
2. Locating routes of specific points on a map
3. Selecting or identifying a picture of a person ,place or thing from description
4. Performing hand or body movements as in songs and games such as "Simon Says " or " Hokey Pokey"

5. Operating a piece of equipment, such as a camera, a recorder , a microwave oven, a pencil sharpener
6. Carrying out steps in a process, such as steps solving a math problems, a science experiment, a cooking sequence

Listening and Transferring Information

1. Listening and taking a telephone or in-person message by either transcribing the entire message word-for-word or by writing down notes on the important items
2. Listening and filling in blanks in a gapped story game (in order to complete the story)
3. Listening and completing a form or chart
4. Listening and summarizing the gist of a short story, report or talk
5. Listening to a " how to" talk and writing an outline of the steps in a sequence (e.g., how to cook something, how to run a piece of equipment, how to play a game)
6. Listening to a talk or lecture and taking notes.

Interactive Listening and Negotiating Meaning Through Questioning/ Answering Routines

Question Types

1. Repetition: Could you repeat the part about..?
2. Paraphrase : Could you say that again? I don't understand what you mean by...
3. Verification: Did I understand you to say that..? In other words you mean.... Do you mean...?
4. Clarification : Could you tell me what you mean by ...? Could you explain...? Could you give us ahinn example of....?

5. Elaboration : What about ...? How is this related to...?
6. Challenge : What did you reach...? Why did you...?

Listening and Solving Problems

1. Word games in which the answers must be derived from verbal clues
2. Number games and oral story arithmetic problems
3. Asking questions in order to identify something, as in Twenty Questions
4. Classroom versions of password, jeopardy, twenty questions in which careful listening is critical to questions answers and questions
5. "Minute mysteries" in which a paragraph-length mystery story is given by the teacher, followed by small group work in which students formulate solutions

Listening for enjoyment, pleasure and sociability

Listening to songs, stories, plays poems jokes, anecdotes, teacher chat

CONCLUSION

All the above-mentioned points lead us to the conclusion that language is a universal which is continually undertaking changes. As well as teaching and aspects of the language speaking and hearing skills are also essential for acquiring the foreign language.

While teaching speaking skill it is essential to give the students the silence they need. They should be encouraged to remain silent as long as they wish. Language tools should not be told in isolation, they should be interconnected.

Teaching the comprehension of spoken language is primary importance if the communication aim is to be achieved. Listening comprehension has its peculiar problems which arise from the fleeting, immaterial nature of spoken utterances. Before devising a sequence of activities to train students in listening comprehension, the teacher should understand the nature of the skill he is setting out to develop. Listening to a foreign language may be analyzed as involving two levels of activity: the recognition level and the selection level.

The most important aspect in teaching and concretely in teaching languages is to try to discover the suitable methods for the group and for each student and that is mean to use our expertise. If we do not like drama and games is not a problem because it is for sure that there will be other alternatives. And of course it does not mean that the students will be better or worse than the other, simply they will

receive a different way of teaching. Teachers have specific abilities or skills and not all teachers have the possibility of using drama or games in classroom due to their personality or perspective of Education.

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