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ГОВОРИТЕ

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KEEP TALKING

В этой статье говорится о некоторых эффективных методах и способах обучения разговорному английскому языку.

In this article is spoken about effective methods ob teaching English in a communicative way.

Introduction. For many years I have been teaching English as a foreign language to different age groups and at various levels of proficiency. Most of the activities in this article have been developed in the last five years and tried out in several versions, and the form in which they are described here is certainly not a final one. Activities have to de adapted with a group of learners in mind and I hope that teachers will fill confident enough to make changes so as to suit the needs of their particular groups of students.

The name of **the** article. Activities are invented, but we rarely know who invented them. Like games or folk songs they are handed on from teacher. This article is meant to be a source for teachers especially young teachers and help them to make their lessons more effective and interesting.

Since foreign language teaching should help students achieve some kind of communicative skill in the foreign language, all situations in which communication occurs naturally have to be taken advantage of and many more suitable ones have to be created. Many of the activities are concerned with the learners themselves. Their fillings and ideas are the focal point of these exercises, around which a lot of their foreign language activity revolves. For learners who are studying English in a non-English-speaking setting it is very important to experience real communicative situation in which they learn to express their own views and attitudes, and in which they are taken seriously as people.

The teacher's role. A lot of activities will run themselves as soon as they get under way. The teacher then has to decide whether to join in the activity as an equal member (this may be sometimes unavoidable for pair work in classes with an odd number of students) or remain in the background to help and observe.

Whatever method is chosen the teacher should be careful not correct students' errors too frequently. Being interrupted and corrected makes the students hesitate insecure in their speech when they should really be practicing communication. It seems for better for teachers use the activities for observation and to help only when help is demanded by the students themselves.

Using the activities. When you have found a suitable activity for your class you should do the following: 1. Prepare your materials in sufficient quantity.

Read through the "procedure" section and in necessary note down the main steps. Think about how you introduce the activity and whether your students will need and extra help.

Decide which role you are going to adopt (joining, helping, observing) and stick it throughout the activity.

Let the students give you feedback on the activity when it is finished.

Make a note of any problems arising as well as your own comments and those of your students. You can then modify the activity when you use it again.

Names. Aims	Skills-speaking Language-questions Other-getting to know each other's name.
Level	Beginners
Organization	Class
Preparation	As many small slips of paper as there are students.
Time	5-10 min.
Procedure.	Step 1. Each student writes his full name on a piece of paper. All the papers are collected and redistributed so that everyone receives the name of a person he doesn't know. Step 2. Everyone walks around the room and tries to find the person whose name he holds. Simple questions can be asked, e.g. "Is your name...? " , "Are you...? " Step 3. When everyone has found his partner, he introduced him to the group.
Variations.	1. No direct questions of the type "Are you...?" may be asked. Students have to find out by asking e.g. Have you got more than one first name?" , "Does your surname end with "e"?" , "Are your initials F.K.?"

2. Step 3 is expended. When everyone has found his family, background, hobbies, etc. when he introduced him to the group, these are mentioned.

Identity card. Aims   Skill-speaking (writing)

Language-Questions about personal data

Other-Introduce someone else to the group, getting to   know each other.

Level   Intermediate.

Organization   Pairs

Preparation   As many identity cards as there are students.

Time   10-30 min.

Procedure. Step 1. The students are grouped in pairs and each of them receives a blank of identity card.

Step 2. The two students in each pair now interview each other in order to fill in the blanks on the identity card. I

Step 3. Each student introduced his partner to the class using the Identity card as a memory aid.

Variations.

1.   The paired interviews can be conducted without identity card. Each student must find out those things from his partner which he thinks are important or interesting.

2.   With a very simple identity card this activity is suitable for beginners as well. An

Name	*Three things I like:*
Job	
Age	
Hobbies	*Three things I don't like:*
Home address	

Choosing pictures.

Aims   Skills-speaking.

Language-giving   reasons,   expressing   likes   and

Level   Beginners/Intermediate.

Organization.   Collect about 3 times as many different pictures (of objects, people, scenery, etc.), as these are students.

Time.   15-20 min.

Procedure.

Step 1. All the pictures are put on the table. Each student choose two: one picture of something he like; one of something he dislikes.

Step 2. Each student shows the two pictures to the class and explains why he likes or dislikes them.

Variations. Other selection criteria can be used e.g. chose a picture that you have strong feelings about (positive or negative) and one that leaves you cold.

Remarks. Suitable picture can be found in newspapers, magazines and among one's own collection of snapshots.

Our room.

Aims   Skill-speaking.

Language-al elements (especially items of furniture, prepositions, adverbial phrases).

Other - cooperation.

Level Intermediate.

Organization Pairs.

Preparation. Step 1: Each student receives a handout. Together with his partner he tries to furnish the room using the pieces of furniture   available on the handout. Both partners discuss which pieces of furniture to choose and where to put them. Each item on the list has been allocated a certain number of points. They must not use up more than 100 points furnishing the room. In order to make the famishing more realistic, the pieces of furniture may be cut out of the handout and placed on the plan of the room. In doing so the students practice sentences like: "Shall we put the bad next to the window or in the comer? We could put the bookcases near the writing table. If the wardrobe is put at right angles to the wall then the bed is a small alcove". Step 2. Some students explain their arrangement of the furniture by placing their cut-outs on the plan on the overhead projector and answering questions as to the reasons behind their decisions.

Variations. 1: Students can also decide about a colour scheme for their room, e.g. " You may choose the furniture and up to four of the following colours for your room. At the moment the room has white walls and a dark brown carpet. These are the colours: light brown, red, purple, light blue, dark green, maroon, yellow, grey, black, orange, pink". 2: The task can be varied by presenting the students with colored Catalogues from furniture shops from which they cutout the pieces of furniture they would like.

Something for everybody.

Aims	Skill-speaking.
	Language-making suggestions, expressing likes, dislikes and preferences, iving in.
	Other-cooperation.
Level	Intermediate/advanced.
Organization	Groups, class.
Preparation	None.
Time	10-20 minutes.

Procedure.

Step 1: The students form groups and the teacher describes the situation-1

«Imagine that you, that is all of you together, have L20 left over from a bargain sale you organized. You should now think of what you could do with the money so that everyone in the class is satisfied. First write down all the ideas you have without talking about them or commenting on them, then rank them. When you have found one suggestion you all agree with, present it to the class".

Step 2: Each group presents its suggestion. The class then tries to Agree on a common proposal by arguing and presenting reasons (not by majority vote!).

Remarks. See No. 87 Brainstorming and No. 46 Rank order for descriptions of these procedures.

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