The implementation of literature in teaching speaking for advanced students

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ABSTRACT

The English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries.

Ilg'or talabalar uchun nutqni o'qitishda adabiyotni amalga oshirish

ANNOTATSIYA

Ingliz tilini o'qitish an'analari, ayniqsa, yigirmanchi asr davomida juda katta o'zgarishlarga duch keldi. Ehtimol, har qanday intizomga qaraganda bu an'ana asrlar davomida butun dunyo bo'ylab turli sinflarda, turli xil moslashuvlarda qo'llanilgan.

Внедрение литературы в обучение устной речи для продвинутых студентов

АННОТАЦИЯ

Традиция преподавания английского языка претерпела огромные изменения, особенно на протяжении двадцатого века. Возможно, больше, чем любая другая дисциплина, эта традиция практиковалась в различных вариантах адаптации в языковых классах по всему миру на протяжении веков.

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INTRODUCTION

While the teaching of Maths or Physics, that is, the methodology of teaching Maths or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. As will become evident in this short paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning. There may be many different reasons for learning a foreign language, but for most language learners developing good speaking skills is essential. Communicative language teaching approaches that have been in vogue since the 1970s emphasize the importance of developing learners' communicative ability. Even though there have been other methods and approaches that tried to develop learners' speaking skills, their underlying principles or the techniques they used prevented them from producing fluent speakers of the target language. This entry gives an overview of the place and methods of teaching speaking throughout the history of language teaching and learning and the implications of using communicative language teaching approaches for developing learners' communicative competence.

LITERATURE REVIEW AND METHODOLOGY

A lot of texts that can be found in the course books are often created for pedagogical reasons and lack the personal addressing to young learners. In comparison, the fairy tales spark children's curiosity, increase interest and create wonder and in addition the that they may elicit a powerful emotional response and personal involvement of students (Collie & Slater, 1987). In the reading classes teachers' concern should be to increase students' motivation towards reading in the foreign language lesson by making reading interesting. The texts which teacher offers students to read should be: interesting for students, be at the right level of difficulty and authentic (Cameron, 2001). Young learners see reading as an entertainment. They typically prefer stories about animals, legends, folk tales and fairy tales (Verhoeven & Snow, 2008). Fairy tales are stories that illustrate our impulse toward a greater level of consciousness. They are fun, interesting, and appeal to the imagination of virtually all readers (Bagg, 1991). As children read them they "enter" into fairy tales and act out together with the characters (Tierghein 2007). Fairy tales have a great potential to influence positively on children's interest in books and their motivation to read. Collie and Slater (1987) suggest that literature is suitable with language learning students should "Stimulate the kind of personal involvement by arousing the learners' interest and provoking strong, positive reactions from them. If it is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon the learners' linguistic and cultural knowledge. It is more important to choose books which are relevant to the life experiences, emotions or dreams of he learner". There are several types on reading and in case of the fairy tales all types can be applied. There are two types of reading, extensive and intensive (Scrivener, 2005; Tomlinson, 2011; Skopinskaya, 1996). There are two ways of reading: reading aloud and reading silently. People usually start learning a language from reading aloud. Children begin their reading experience from starting to read aloud fairy tale familiar texts. It should be pointed out that reading aloud should be used only at the earliest stage of reading skill development, since there is danger inherent in a reading program that relies too heavily on the phonics of written language. Also, reading aloud has very strong disadvantage that only one student is active at a time. All others are either reading ahead, day-dreaming, or not listening at all (Skopinskaya, 1996).

DISCUSSION

Intensive reading involves a lot of classroom work with course book, exercises and texts. This type of reading requires reading texts closely and carefully with intention of gaining an understanding of as much details as possible. This is often a stop/start kind of reading involving a lot of going backs and reading the same text over and over again in order to make sure that all word are interpreted (Scrivener, 2005). In everyday life people tend to use extensive reading. This kind of reading is fluent, faster, often of longer texts for pleasure, entertainment and general understanding without paying so much attention to the details; fairy tales are the good example of these kinds of texts (Cameron, 2001). Interesting and simplified texts may help initiate learners into extensive reading (Collie & Slater, 1987). There is a great deal of evidence that extensive reading has a powerful impact on language learning. The more students read, the more they pick up items of vocabulary and grammar from the text, often without realizing it and this widening language knowledge seems to increase their overall linguistic confidence (Scrivener, 2005). Fairy tales include colorful vocabulary and different grammatical aspects, for example the Past Simple, the Present Simple, irregular verbs, comparisons and etc. Extensive reading can be organized either as individualized reading, where all the students read different books, taken from library; or as a class reading, where the whole class reads the same book. For example a teacher can pick any well know or absolutely unknown fairy tale and ask students to read it at home, or teacher can ask students to pick any fairy tale which they like the most read it home and on the next lesson share some ideas about it in front of the class. Class reading allows teacher to give maximum help to students, by providing background information, vocabulary and by choosing adequate questioning type (Skopinskaya, 1996). But a teacher has to be sure that the text is not too long or too complicated so that students do not lose their interest in the text. Class reading can be organized in four ways. First, students can take texts at home and read them in a familiar peaceful atmosphere. Second, they may read silently in class, with the teacher going through Fairy tales have a great potential to be used as a valuable source in English lessons. Children's stories contain uses of language that are considered typical of poetic and literary texts. Many of these devices offer opportunities for foreign language learning (Cameron, 2001). Throughout the history of teaching English as a second/foreign language, instructors mainly required that learners learn the language through memorization and repetition of the second language structures without exposing them to real-life situations. These practices were unsuccessful in promoting English language learners' capacity when communicating in different life situations using the target language. However, it is essential to incorporate new trends in ELT through integrating meaningful materials and authentic tasks that represent real world situations and thus promote ELTs' competencies to transfer the language they are learning to situations beyond the classroom. Research in the field of Applied Linguistics and Second Language Acquisition has an essential role in constructing and modifying different approaches and methods for ELT for the purpose of guiding language learners to communicate effectively in the new language. Larsen-Freeman and Anderson mention three terms related to language teaching: Approach, method, and strategy. The term approach refers to fundamental philosophies and theories about the nature of language, the way it is learned and acquired, and how it is delivered. A teaching method is the practical application of an approach, which includes a set of strategies and techniques for delivering classroom instructions using different materials and activities. Teaching

strategies are subsets of a method, which are formed by sequences of techniques (activities) that teachers use when designing their lesson plan to accomplish certain goals. Raising English language teachers' awareness of how these approaches and methods have evolved over history would facilitate their ability to make the best-informed teaching decisions.

CONCLUSION AND RECOMMENDATION

This paper provides an overview of ELT practices, approaches, methods, and strategies that have been used in ELT contexts. Furthermore, it suggests effective language-teaching practices; these integrate authentic tasks and materials to promote language learners' autonomy when they communicate in English more effectively and meaningfully, particularly in EFL contexts. Focus is on modern teaching practices that English language teachers should utilize to promote ELLs' speaking proficiency.

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