

“SPEAKING IN TEACHING PRACTICE THROUGH INTERACTIVE  
ACTIVITIES”

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**Annotation:** *In this article, it is very important for language teachers to use the right pedagogical approach in order for students to speak their own language fluently, so using interactive language teaching strategies can make lessons more student-oriented and communicative practice. It is widely recommended as an attractive method of orientation.*

**Keywords:** *situation, communication, age, students, level of development, independence, communication participants, speech, activity, efficiency, modern technology.*

Of course, the word “interactive” has two distinct, but commonly used meanings. It refers both to communication between people and to the engagement of a user with an online or computer program. This blog post will explore how successful interactive language teaching strategies can be devised using both meanings of the word.

As every teacher knows, learning and teaching are not spectator sports. Students simply do not learn very much by just sitting in class listening to teachers and regurgitating information. Teachers create environments that encourage students to participate actively in their learning through verbal interaction in the teaching process.

There’s an innumerable number of ways in which educators can deploy these interactive teaching strategies in their language learning programs. We’ve highlighted five common and highly effective strategies below that maximize opportunities for communication between students. In all cases, the objective here is to encourage students to repeatedly practice key skills (listening, speaking, reading, and writing) in their target language.

These can be powerful techniques to get students talking about their opinions on a particular topic or issue. Using a series of educator-provided prompts, students ask and answer key questions and identify, discuss and debate the respective advantages and disadvantages of any topic. This approach



also requires students to acknowledge and understand different points of view and can therefore be powerful in helping to develop their listening skills too.

This approach helps to extend student communication beyond simple conversation practice. Educators could give each pair a topic, a problem, or a question to work on or resolve. Students are given time to form their own conclusion which they then discuss with their pair in their own voice. Students are encouraged to question each other and argue their case before presenting their individual responses back to the whole class.

This is a great way to bring together both speaking and writing skills. The teacher simply asks all students to spend one minute writing about a particular topic. This might be, to sum up, a topic that has been taught or just a general point of discussion. Having written for a minute, students then share what they have written in pairs, groups, or with the whole class. It, therefore, provides an opportunity for all students to have their voice heard and not just those who are usually vocal in classroom discussions. It also facilitates discussion and debate in their target language between students.

This can be a great way of checking students’ understanding at the end of a unit of study and gets students to solve their peers’ questions. Simply ask your students to anonymously jot down their questions on an index card and put them into a fishbowl. Mix them up and then read them out. See if members of the class are then able to answer the question or if they can work together to find the solution.

As outlined in this [blog post](#) on the topic, flipping your classroom could be a great interactive language teaching strategy. This approach reverses the traditional model of teaching and sees students using their own study time to review recommended resources or to do research around a particular topic or grammatical construct. As the preparation has been completed before class (online or face-to-face), the educator can then make the most of the invaluable time with their class to participate in a conversation and to complete supported activities.

The flipped classroom can be particularly powerful where educators and students have easy access to an online language learning environment. Such systems enable educators to deploy the other main type of interactive language teaching strategies – those delivered through interaction with online learning resources.

Educators can also easily transform these simple resources into interactive language teaching activities. Connect provides educators with easily adaptable templates to collect students’ answers online. These templates apply across



common language teaching strategies including multiple choice quizzes, simple Q&A text entry forms, or gap-fill exercises. They can be readily deployed to test students’ core skills, particularly listening, reading, and writing.

Sanako Connect also enables educators to quickly set up a variety of speaking tasks for students. They can either be tasked to record themselves reading aloud or responding to a pre-prepared piece of content. Alternatively, educators can create an original soundtrack, which the student then attempts to emulate using Sanako Connect’s advanced, two-track recording functionality.

Check out the video below to see how Sanako Connect’s live speaking activities can be used to assess students’ speaking skills. Sanako’s products are specifically designed to increase the time each student spends actively practicing their core language skills during online or in-person classes. They are therefore the perfect partner for educators looking to build their students’ fluency and/or to introduce interactive language teaching strategies in every sense of the word.

The ability to speak fluently and accurately is a highly valued skill in and out of the language classrooms. Students may be able to understand spoken or written language, but they are often judged by their ability to express themselves orally in the language. However, speaking in a new language poses a special challenge to many L2 students. They need to know about the different language elements (e.g., vocabulary, grammar and pronunciation) but also develop skills that enable them to use these language elements for oral communications in various situations. In addition, they also need to learn how to start, maintain and end a conversation, introduce suitable topics, take notes of the reactions of the people they are interacting with and respond accordingly, broach a culturally sensitive subject carefully, and learn how to manage a difficult, face-threatening conversation without sounding rude or disrespectful.

We have put together a number of speaking activities that teachers can use to help their students become more confident and fluent speakers of the language. These activities have been grouped under four categories: Fluency-focused activities, Language-focused activities, Socio-culturally sensitive speaking activities and Public speaking activities.

Teachers can provide movie clips and scripts of interesting characters, such as Harry Potter, to students. Students need to imitate the tone, accent and emotion of the characters’ dialogue found in movies. Through practice, students can replace the original voice in movies with their own voice, which can lead to fluent and emotional articulation. Students choose one topic or a speech by someone that they prefer. Then, they follow the speaker and imitate the



speaker's pronunciation and tone. Through practice, learners' fluency can be enhanced. It also could be a competition to see who the best imitator in order is to facilitate students.

Students have different, but incomplete, pieces of information. They interact within groups to complete the task so that all members have full knowledge of the information. They ask questions, negotiate meanings in this process to gather more information about the message they wish to receive. Each group of students are given 15 words randomly, and they are required to make a story by using at least 10 words of those words. This requires students to have a good grasp of words and some creativity to connect the words with some context to associate them together and make a story that can be comprehended easily by their peers.

Providing students a template to structure their speech and ideas lifts the cognitive burden of them and allows them to focus on the fluency element of their speech. Since the speaking frames allow for the structure it also helps students structure their thoughts in an organized manner. The organization is key for the hearer to understand the speaker successfully. Tongue Twisters are a fun way for students to play with language, words, and sounds. There are many ways to go about this activity, but the easiest would be to provide examples vocally for them to hear first. Then, let them have a go. Tongue twisters can be incorporated into more meaningful pronunciation lessons, or it could be done as a fun side activity to get the students into a good mood.

The other way to enhance the speaking ability of students is to give them one picture and describe what it is in the picture. For this activity, students can form groups or work in pairs and discuss the picture with their groups. Each group will be given different pictures. After their discussion, one person from each group can describe it to the whole class. This not only enhances their speaking ability but also their creativity and imagination.

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