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Methodological support to develop productive skills of students

At Nazarbayev Intellectual schools the students are taught to develop four language skills. These can be divided into receptive and productive skills. Receptive skills are listening and reading. Writing and speaking are productive skills. That means those skills are considered to require producing the language than receiving it (The TKT course, p.37). In this methodological project, we try to present the ways of organising those skills according to Integrated Programme of Development. According to the course plan of Integrated Program writing and speaking abilities of students can be developed using contexts, activities, tasks, texts, discussion and learning objectives selected for the English classes. Thus, the main goal of this work is to recommend meaningful activities and lesson plans with some worksheets that cover selected learning objectives at English lessons.

In practice English teachers, face difficulties that students have in expressing their opinions. These recommendations are presented to solve this problem in ESL classrooms. In addition, this work can be useful for following:

- Increasing effectiveness and quality of study at English classes;
- Developing intellectual abilities of learners and quality of preparation to the classes;
- Using ICT;
- Creating the additional methodological basis for English teachers.

The target of this work is to develop productive skills needed for success in studying English. It covers different topics according to the course plan. A variety of activities, which include a group of familiar topics for students, will be helpful to generate students' interest to the subject.

Writing

From own practice I noticed that writing practice is boring for students. When you say, "Please, take out a piece of paper and a pen" the half of the students fall asleep. So, how can we assign the writing tasks that assist the students to develop their writing skills? How do we interest students in doing different types of writing? When we looked for a solution to this question, we found different website articles about motivating learners to writing. They say about various ways of arising interest of students. However, learners are different from one another. "We should try to personalize our teaching to match their learning needs and preferences. We can do this varying our teaching style, materials, topics, approaches, etc." (The TKT course, p.49) Considering this point of view, we chose different activities, which would help us to provide successful writing. Firstly, we can give out the students inspiring topics. Inspiring topics are things about real world. For instance, students are given the task to write newspaper headlines. They help to attract and keep reader's attention. Accordingly, the tasks related to newspaper headlines should be interesting for students.

1. Read these examples of newspaper headlines and match them with the techniques used.



obama losing his

○ **Murray reaches last eight in Brisbane**

○ **London 2012 Olympic ticket resales suspended**

○ **Chile's fire-ravaged park to reopen**

○ **Wenger off the hook over referee rant**

○ **Police hold teen over kidnap
and murder of young mum**

○ **two dead in killer storm**

- a) Omission of articles;
- b) Passive sentences written without the auxiliary verbs;
- c) Present Simple used for a completed action;
- d) Infinitive used for future actions;
- e) Leaving out the words which can be guessed from the text;
- f) Punctuation used to add new meaning;
- g) Preposition change: in = involved in; over = about, because of;
for = in favour of

2. Look at these headlines. What do they actually mean? Write full sentences.

2

Sick pet killer who microwaved friend's cat
jailed



1

At least 16 dead China bus crash in



3

Give me the dosh and I'll cosh
Utd

3. Make headlines for these articles

- a) Can you believe these celebrities are the same age?
- b) Thousands of dead fish washed up on a beach in Norway
- c) Concerns have been raised about the public availability of proposed security measures for the Kensington Palace

a) _____

b) _____

c) _____



1. Write headlines for these articles

Blackbirds have fallen dead from the sky in Beebe, Arkansas, for the second New Year's Eve in a row. Television station KATV showed a radar image that it said showed a large mass over Beebe a few hours before midnight on Saturday. The Little Rock station reported that hundreds of birds had died.

A man has been banned from having a dog for three years after his six-month-old Labrador puppy got drunk on vodka and coke. Matthew Cox, 26, had been at home drinking with his flatmate on August 22 when he put his drink down on the floor and went outside to smoke.

Favourite stories or familiar fairy-tales of learners motivate learners to be active writers at the lessons.

- Teacher tells the students to read the story text “Little Red Riding Hood”. After reading it she elicits clauses of time and storytelling words on the board:

Once upon a time;

One day

At that moment

later on

Next

after that,

that morning

they all lived happily ever after.

- Teacher asks students to work in pairs to write the rod version of the story. Teacher tells them to use the past simple, past continuous tenses and phrases from the list above. Then she gives them the first lines of the story... *Once upon a time*

The Little Red Riding Hood lived with her mother in a cottage in the forest. One day...

Rationale:

Students work in pairs to help and support each other with vocabulary and tense forms. They also have further oral practice as they re- tell the story out loud to each other.

Follow Up

- Teacher gets the students to write the story from the point of view of the wolf, Little Red Riding Hood, the woodcutter or the grandmother.
- Students prepare interview questions for Little Red Riding Hood for a local newspaper.
- Students write the entry in Little Red Riding Hood’s diary for that night.

(www.teachingenglish.org.uk)

Writing skills are divided into subskills:

1. Developing vocabulary
2. Developing structural accuracy
3. Developing orthographic accuracy.

1. Developing vocabulary.

Writing task involves a variety of ways to improve vocabulary. One of them is to activate background knowledge. Students brainstorm ideas related to a definite topic. Writing without brainstorming ideas is not possible, because writing is constructed with ideas of someone. These ideas lead them to writing. They are words or word phrases. Brainstorming activity develops students’ lexical horizon. For example, according to the Unit 7.4A “Clothes and Fashion” seventh graders are going to write a narrative story using past continuous with interrupted actions. Firstly, students think words related to fashion with teacher’s support (fashion show, outfit, runway, gown, high stiletto heels, catwalk). Then they brainstorm ideas of the imaginary story by answering the questions. They can associate ideas.

Beginning – setting the scene – where, when, who, what.

Middle – what happened (with interrupted action)

End – how it was resolved.

An example of a short narrative using interrupted action.

It was early evening and the fashion show in the London Town Hall was just about to begin. I was dressed in my outfit ready to walk down the runway. The music was loud and the brightly coloured lights flashed.

I was the third model to walk down the runway and I was dressed in a long, blue, chiffon gown with very high stiletto heels. I was striding along when I fell head over heels off the runway and into the audience!

I was taken to hospital in an ambulance to get my ankle put in a cast. After a month I recovered and returned to the catwalk.

2. Developing structural accuracy.

The outcome of writing is a perfect final version of it. To produce that final product, teachers must apply many methods to get students' awareness in the importance of accuracy and handwriting (orthography).

One of methods of developing structural accuracy is to make students practice S+V+O (Subject+verb+object) structures. (According to the Unit 8.2B Sport, Health and Exercise teachers can give them a sentence like "The coach ordered some new equipment for the team." First teacher underlines the subject "*the coach*", then shows the verb "*ordered*". After that, the teacher demonstrates that after verb comes object. In this sentence object is "*equipment*". In addition, it can be done some explanation about attributes "*some*" and "*new*" which used to describe the quality of equipment. In order to practise students to make correct order of words in the sentence they will be given following assignment.

Put the words in the correct order to make a sentence.

1. my bought some mum for trainers new my sister.
2. asked I the to make company a racket special for me tennis.
3. asked Simon lend me new to my him football to.
4. the passed ball the captain player the to. (examples were taken from Skill for FCE Writing, SB p.27)

Furthermore, developing structural accuracy depends on how the teacher organizes the process of correction of written work. (www.teachingenglish.org.uk) The teacher could give comments and feedback to students' work. I offer the teachers to look at work from my own experience. The feedback was given me by my instructor. (photo) In the feedback, the teacher can show strong and weak points of the learner, problems in the structure of grammatical accuracy and vocabulary items. Peer correction is the most common ways of enforcing learners to correct mistakes. For learners of Grade 7 there is a worksheet to peer assessment. scanning

3. Developing orthographical accuracy.

Literacy is the most important skill of learners. They learn to use correct spelling from the primary classes. English teachers have an important role in building models of right letters. They can correct learners' mistakes of what the learners have done and give them more practice in writing.

Speaking

The subskills of **Speaking** are:

1. **Developing vocabulary**
2. **Developing structural accuracy**
3. **Developing phonological accuracy** (Website: www.iilt.ie).

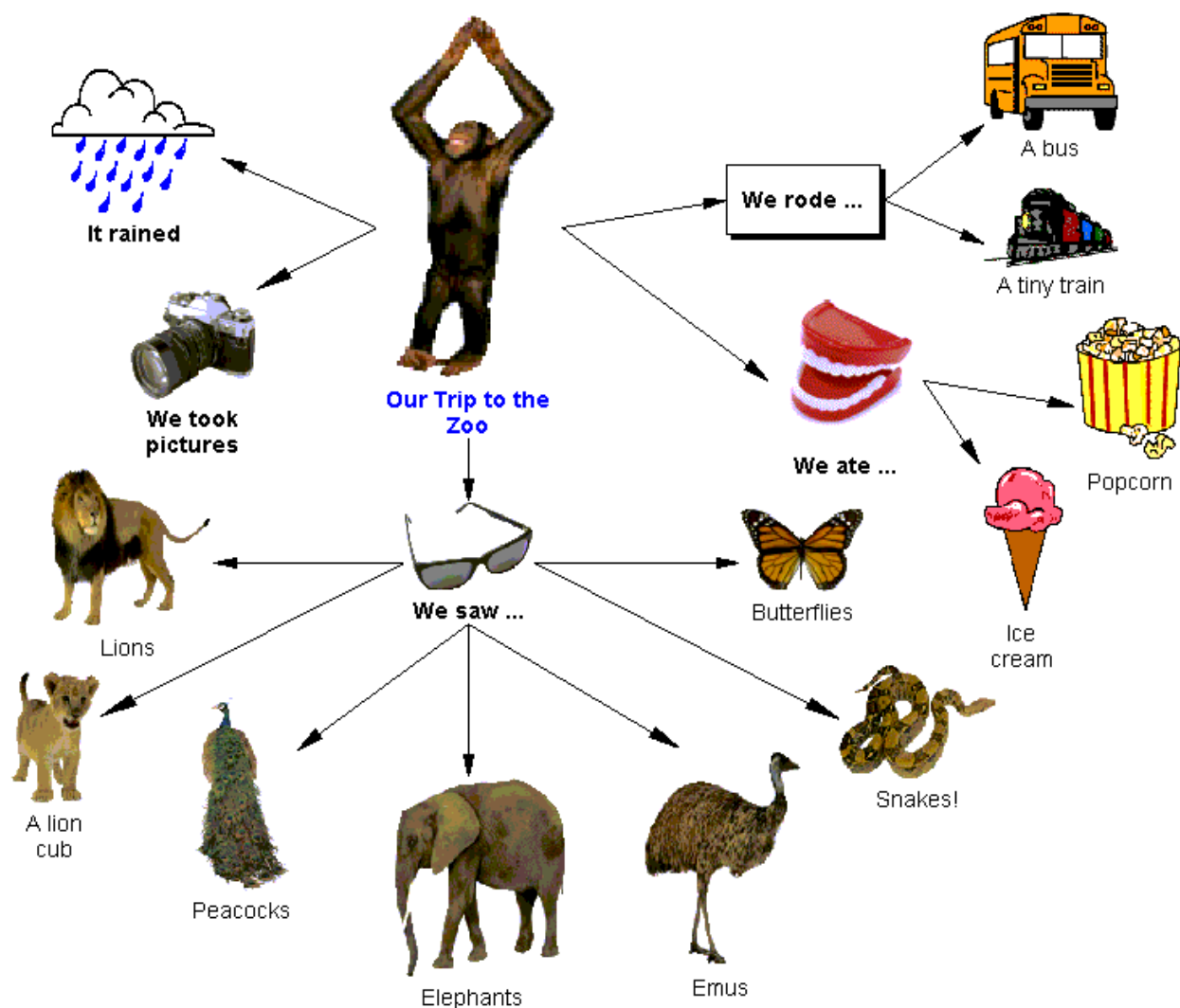
1. Developing vocabulary

Vocabulary is necessary for all language skills. Developing vocabulary is a very important activity. (The Productive Skills, IILT, p.13) Learning vocabulary in ESL classrooms can be conducted through different activities, which enhance students' awareness in mastering

language. Further, there will be given some activities that assist to enlarge students' vocabulary horizon.

Using a word map as a new theme

Let us talk about Unit 7.2A Holidays and Travel. Learners look at the picture below and speak on topic "Our trip to the Zoo". They tell about the picture using key words in the word map. Before speaking, it is necessary to teach some unknown words. The story should be told in the Past Simple.



This activity can be used as a brainstorming activity in writing a story. (H:\activities\vo speaking\tripzoo.gif)

Developing new vocabulary through reading is one of effective approaches of teaching. For instance, for Unit 7.3B Natural disasters can be given text "Damage caused by the Earthquake and Tsunami in Japan". Learners read the text and fill the missing words according to the text. Then they answer the questions. The former task should be done individually, but the latter in pairs.

The feature of this approach is that students use word phrases in word filling task while answering the questions.

Read the text and fill missing words from the text.

Damage Caused by the Earthquake and Tsunami in Japan

Last week's powerful earthquake in Japan destroyed a lot of buildings and roads and caused another powerful disaster – tsunami. Tsunami is a series of huge water waves that moves with a great speed towards the land destroying everything on its way and flooding the territory.

Tsunami in Japan reached the shores in the north-east and ruined a small town of Takajo with a population of about 12,000 people. A lot of people suffered from these two disasters.

What is worse, tsunami damaged Fukushima nuclear plants situated on the shores of Japan and damaged the cooling systems of five nuclear reactors.

The cooling system must continually pump water to keep a dangerous material at a safe temperature. Otherwise, the water will boil off, the fuel will melt and burn, and there is a possibility that radioactive material will escape from the reactor – a so-called meltdown.

Japanese officials ordered the evacuation of all civilians within a six-mile radius of the Fukushima plants to prevent people from radiation. Radiation levels were said to be about 8 to 9 times normal outside the plants and as 1,000 times normal inside the plants.

Fill in the missing words::

... earthquake

... water waves

... the territory

reach the ...

... plants

... systems

the fuel ...

radioactive ...

escape ...

... level

be normal

Answer the questions

1. What caused tsunami?
2. What is tsunami?
3. What's happened to Takajo?
4. Were the nuclear plants damaged? In what way?
5. Why is it necessary to keep cooling system in safe?
6. Why was it ordered to evacuate all the civilians?
7. Was it possible to prevent the disaster?
8. How can people from different countries help Japanese people who suffered from tsunami?
9. Would you like to take part in a 'help Japan to clear its shores' company? Why? (www.teachingenglish.org.uk)

2. Developing structural accuracy.

"Accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important." (Gower, et al. 1995, p.99). In speaking, the correct use of language depends on how learners construct their ideas. They can make mistakes. In this case, teachers should give feedback in using correct grammar, relevant vocabulary and clear feedback.

Structural accuracy should be developed from early ages, as learners begin studying English. However, if teachers produce correct use of language during learners' talking time particularly, learners may become not confident in their speaking. Thus, it is important to use 'delayed error correction'. When learners do speaking task, teacher goes around them and listens to their conversation. Any error in their speech will be written. After speaking task teacher writes errors on the board not telling whose error is, then corrects errors or lets them find own errors.

3. Developing structural accuracy

Developing phonological accuracy is a vital field of speaking. Phonological accuracy reflects on accurate spelling. Teachers should demonstrate good patterns of pronunciation. It may be

realised through different classroom activities. Using chain games, tongue twisters, telling stories and using songs are very important speaking activities in developing phonological accuracy.

Further, there will be demonstrated lesson plans for Grades 7 and 8 in which there were used ways of developing productive skills (see Appendix A)

“Productive skills, that is, the ability to communicate actively in the foreign tongue, to speak it and and write it” (Davis, 1976, p.44). At NIS, teaching written and spoken English is an important aspect that demands great attention. Teachers should teach productive skills in an accurate way. To enhance productive skills, teachers need to engage the learners into different classroom activities. This is the most challenging task of the teachers. So, I have constructed this job as a supplementary material for English teachers.

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