



## The efficiency of teaching the foreign language for the beginners

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### ABSTRACT

This article is written to show that there are a lot of different ways of teaching speaking to children and adults on the beginning stage. This article consists of different tips, which can help teachers to work with children and adults. Psychological peculiarities of children and adults are describing in this work.

### Keywords:

Methods, personalization, stories, games, communication, puzzles

Every year in many parts of the world a considerable number of persons find themselves called upon to teach English to those whose mother tongue is not English. Their pupils may be children or adults; and range from those who already have some knowledge of English either in its spoken or written form to those who know not a single word of the language.

The mother tongue of those who are about to engage in such teaching is usually English, but to some of them English is a foreign language in which they may or may not be proficient. But in either case they find themselves taking on a job which is unfamiliar to them. They have rarely been specially trained to teach English as a living language and as a means of immediate communication.

If their pupils already have some knowledge of English, the teacher more often than not has recourse to a reading book, and causes his pupils to read - with or without the process of translation. Or, if a command of the spoken language is the objective, they content themselves with carrying on «conversation» with their pupils. In the latter case such teachers find themselves at a loss. The various techniques of teaching through conversation

are usually unknown to them and, like the veterans who came into this field before them, they pick up the devices of oral teaching by dint of the process of trial and error.

It is a well-known fact that when two persons, ignorant of each other's language, find themselves in daily contact, with the necessity of communication by speech, either will soon become able to use the language of the other with sufficient proficiency for the purpose in view. We consider that the theme of the project is the one of the main themes of teaching English speaking because it is very important to teach oral English at the very beginning of the lessons to continue studying without difficult problems.

### What a teacher should use in his work.

At first a teacher should know what a child learn by. There are some points. Children learn by:

- Having more opportunities to be exposed to the second language
- Making associations between words, languages, or sentence patterns and putting things into clear, relatable contexts
- Using all their senses and getting fully involved; by observing and copying, doing things, watching and listening

- Exploring, experimenting, making mistakes and checking their understanding
- Repetition and feeling a sense of confidence when they have established routines
- Being motivated, particularly when their peers are also speaking/learning other languages

Children have three main and important sources of interest in the classroom. They are pictures, stories and games: the first being obviously mainly a visual stimulates the second both visual and aural; and the third using both visual and aural channels as well as activating language production and sometimes physical movement.

There is an importance of these sources:

#### Pictures

Lack of aural stimulus is relatively easy to tolerate: even young learners will work for a while in silence without searching for something to listen to. This, however, is not true of the visual, which is a very dominant channel of input: so much so, that if young learners are not supplied with something to look at that is relevant to the learning task in hand they will find and probably be distracted by something that is not.

The most obvious type of visual material for children is the picture: and the more clearly visible, striking and colourful the better. On the whole, professionally drawn pictures or photographs are used: those in the textbook, or coloured posters, or pictures cut from magazines. But there is also a place for the teacher's own quick sketches on the board (however unprofessional and untidy!); and of course for the children's own drawing.

#### Stories

Young children love having stories told to them (even adults continue to enjoy it!); and older ones begin to read for themselves. Moreover stories - in contrast to pictures or even games - are pure language: telling a story in the foreign language is one of the simplest and richest sources of foreign language input for younger learners.

The most effective combination in teaching is pictures and stories together: and the success of use of picture-books with young learners has been attested by many.

#### Games

Games are essentially recreational 'time out\*' activities whose main purpose is enjoyment; language study is serious goal-oriented work, whose main purpose is personal learning. Once you call a language-learning activity a 'game' you convey the message that it is just fun, not to be taken too seriously: a message I consider anti-educational and potentially demoralizing. Very occasionally we do play real games in the classroom, (at the end of a course, for example, or as a break from concentrated work); but to call something a game when our goal is in fact serious learning may harm the learning - and/or, indeed, spoil the 'game!' - as well as being dishonest.

There are some more sources of interest for children: physical movement (dancing, gymnastics, aerobics); drama (mime, role play, putting on plays); projects (exploring a topic and making booklets or displays on it); doing decorative writing or other graphic design.

Two further dangers are: first, the tendency of some teachers to call activities 'games' for the sake of raising initial motivation, when they are not in fact games at all ('Let's play a game: I'll give you a word, you tell me how it is spelt!'); second, the danger that the obvious activity and enjoyment caused by a game may obscure the fact that its contribution to learning is minimal.

However, another definition of 'games' ignores the implication of non-serious recreation and concentrates rather on their quality as organized action that is rule-governed, involves striving towards a clear goal through performance of a challenging task, and provides participants and/or onlookers with a feeling of pleasurable tension. Children in general learn well when they are active; and when action is channeled into an enjoyable game they are often willing to invest considerable time and effort in playing it. If we design our games in such a way that they are productive of language learning they become an excellent, even essential, part of a programme of children's learning activities.

So as you can see the most important thing in teaching children is to include game-like activities, especially while teaching speaking.

There are some games in the practical part of the work (20).

### **What a teacher should account in his work**

#### Personalization

Instead of talking about a fictional picture in a course book, children are creating their own meanings. We all like to talk about ourselves and our lives. This makes the lesson transcend the level of 'practice phase' and move into the realms of 'real communication.'

The children will relate to the teenage problem, as it's likely to be one that they or their friends have had. It allows them to deal with personal issues in a safe context, as they're talking about someone else.

#### Creating the need to communicate

The activities should involve an element of information gap and demand that the children interact in order to complete the tasks. In the first lesson, which is describing in the practical part, children have to communicate because they can't see each other's drawing, the only way to get the information is to speak. The ordering exercise in the second lesson also helps them to focus. If the children are engaged, they are striving or 'pushing' to communicate. Any potential frustration when they find the 'gaps' in their language skills is offset by the intrinsically interesting and engaging nature of the tasks.

#### Quality of teacher feedback

As always, it's essential to give feedback on content as well as language. Otherwise, the message we're giving to our children is that only the language element is important.

What will you do about correction of the 'form'? It's unlikely that the children will get everything right first time. The teacher tries to select one element to correct immediately, for example pronunciation of 'schwa', and then decide to review at another time.

It's important for elementary children to go beyond simple repetition and manipulation of form. They sometimes need to get away from mere 'language practice' and to strive to communicate meaningfully about topics which really concern them. This will inevitably mean mistakes, and sometimes frustration. Both these are part of language learning and shouldn't be

avoided. If as teachers we give good quality feedback on content as well as language, we will encourage the children to strive to create their own meanings through English (5).

### **What the practical activities are**

- Create an 'English Corner' by providing materials in English at class such as comics and books, cable TV and Internet (with parental guidance!)

- Play language-based games in English such as Scrabble and bingo, I-spy, 20 questions, Memory, Simon says etc.

- Use sticky labels or 'post-it' notes to label objects at class in English. For example, using a picture or a poster you can label table, chairs, refrigerator, etc.

- Collect music in English, get the lyrics from the Internet and sing along!

- Do craft activities in English. Make puppets and invent a little show in English. Make posters (about their favourite star, sport, etc.); make picture dictionaries with drawings and cut-outs.

- Take an 'English adventure outing'. Take children to a park virtually. Using English only they have to say what they see such as, «The children are riding their bikes», «The man is selling fruit», «There are some boats on the lake» and so on. Other locations where you can do this are: the supermarket, an office, a shopping centre.

- Make reading a habit

- Read to children in English. A short story or a few pages of a book daily creates a life-long habit.

- You do not have to buy the books, you can join a library or download text from the Internet.

- If you are concerned with your own pronunciation, there are plenty of materials on the Internet that have the text read to the viewer. Also, there are books that come with cassettes or CDs, so that children can read and listen at the same time. You could do this together.

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