

4. What Factor Influence_4

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**WHAT FACTORS INFLUENCE USED TO PROMOTE SUCCESSFUL
SPEAKING AND LISTENING**

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ABSTRACT

Language is an integral part of most learning and oral language in particular has a key role in classroom teaching and learning. Children's creativity, understanding and imagination can be engaged and fostered by discussion and interaction. In their daily lives, children use speaking and listening to solve problems, speculate, share ideas, make decisions and reflect on what is important. Most social relationships depend on talk and in the classroom children's confidence and attitudes to learning are greatly affected by friendships and interaction that support them. The materials encourage schools to take a systematic approach to the teaching of speaking and listening. They suggest how to teach speaking and listening explicitly as well as how to find opportunities to reinforce extended children's developing skills. The requirement to teach speaking and listening is found in the programs of study for English, but best practice embeds this teaching in all subjects across the curriculum. This is particularly important as different subjects offer opportunities for different kinds of talk, so teachers can maximize the effective use of time. The materials offer different starting points for teachers and schools who want to review their current provision and develop the teaching of speaking and listening. Each teacher to develop a teaching sequence for one of the objectives in term Machine.

Key Words: Teaching, Speaking and Listening, Factors, Promote

Introduction

Language is an integral part of most learning and oral language in particular has a key role in classroom teaching and learning. Children's creativity, understanding and imagination can be engaged and fostered by discussion and interaction. In their daily lives, children use speaking and listening to solve problems, speculate, share ideas make decisions and reflect on what is important.

Most social relationships depend on talk and in the classroom children's confidence and attitudes to learning are greatly affected by friendship and interaction that support them.

It is assumed that possible factors that cause children or students' speaking and listening problems in progress; teachers, books, time, materials, media, etc. The materials (Handbook, CLPE, 2003), the Primary National Strategy's first main publication for teachers, focus on this fundamental aspect of primary classroom mentioned in the materials reflect the National Curriculum requirements in English and develop approaches in the teaching, extending and reinforcing speaking and listening both in English and across the curriculum.

The materials are all related to the four aspects of speaking and listening in the National Curriculum programmes of study for English.

1. Speaking: being able to speak clearly and to develop and sustain ideas in talk
2. Listening: developing active listening strategies and critical skills of analysis.
3. Group discussion and interaction: taking different roles in groups, making a range of contributions and working collaboratively
4. Drama: improvising and working in role, scripting and performing, and responding to performances.

The materials encourage schools to take a systematic approach to the teaching of speaking and listening. They suggest how to teach speaking and listening explicitly as well as how to find opportunities to reinforce extended children's developing skills. The requirement to teach speaking and listening is found in the programmes of study for English, but best practice embeds this teaching in all subjects across the curriculum. This is particularly important as different subjects offer opportunities for different kinds of talk, so teachers can maximize the effective use of time.

It is convinced the excellent teaching of speaking and listening enhances children's learning and raises standards further. Giving a higher status to talk in the classroom offers motivating and purposeful ways of learning to many children, and enables them and the teachers to make more appropriate choice between the uses of spoken and written language.

The materials offer different starting points for teachers and schools who want to provision and develop the teaching of speaking and listening. Each review their current teacher to develop a teaching sequence for one of the objectives in term teaching. We should discuss first the objectives of the study.

What is distinctive about speaking and listening?

In The National Curriculum there are separate programs of study for speaking and listening; and reading and writing. In one sense there are inextricably linked, focusing on language and how it is used in the different modes. However, each mode also has its own particular features, not least speaking and listening

There are features of language that are distinctively oral and do not occur in a written form. These includes very brief exclamations or utterances (OK, Really?, Right!, Now) or half-finished remarks that are not meaningful outside the context in which they occur. Speakers often make rapid changes of tone, formality or topic, for example when an important person enters the room or to enliven a formal talk with a joke. There are also distinctive forms used in talk, particularly spoken standard English, which clearly differ from the written form, so when a teacher says 'that book over there, the one with the red cover, can you pass it to me please', that person is progressively defining what he/she wants to happen. This is a common characteristic of spoken language and, in this case, relates closely to action and context. Speakers employ more than words to convey meaning using movement and gesture, eye contact, tone and volume. The interactive nature of talk and its ephemeral nature are in direct contrast to most writing. Clearly, some teaching about language is relevant to reading and writing as well as to speech, but the curriculum for speaking and listening must also give due weight to the distinctiveness of talk.

Nonverbal communication is integral to talk obviously supplements - or subverts - the spoken word. Many children have limited understanding of movement, gesture, position and their effects. Both through drama and other

exploration, children can develop a better understanding about effective communication, both verbal and non-verbal.

Collaborative meaning-making

In the whole range of interactive situation from, for example, informal conversation to formal interview, meaning is mainly constructed collaboratively. Characteristically participants question, disagree with, extend and qualify each other's utterances. They may finish each other's comments, compete to be the dominant voice, or agree what matters. This contrast with writing, where a single author is mostly in control. Collaborative meaning-making in talk is highly significant and leads to many of differences, grammatical and otherwise, between speech and writing.

Another area where talk offers a different set of language patterns is the oral exploration of ideas. Here the talk is fluid and open-ended. Participants may change their views or change direction many times; they can revisit ideas and the talk may be interspersed with asides, comments and anecdotes. This function of talk is often exploited in classrooms but it is likely that such as explorations would be more successful if the patterns of language needed were to be explicitly identified and taught.

Variation and range

In comparison with writing, spoken language is more varied in terms of purpose, context and levels of formality. Because of its relatively permanent nature, writing serves purposes where time or distance are significant. Because the written code is fairly fixed, the range of style and expression is more limited, so that even where writers attempt to replicate speech they can only use some accepted conventions to indicate informality in the talk being portrayed. Actual talk varies far more and children need to be taught about how, when and why such variety happens and how to use this repertoire effectively. There are particular challenges for children learning English as an additional language to capture the

meaning of idioms and different language varieties, including spoken standard English.

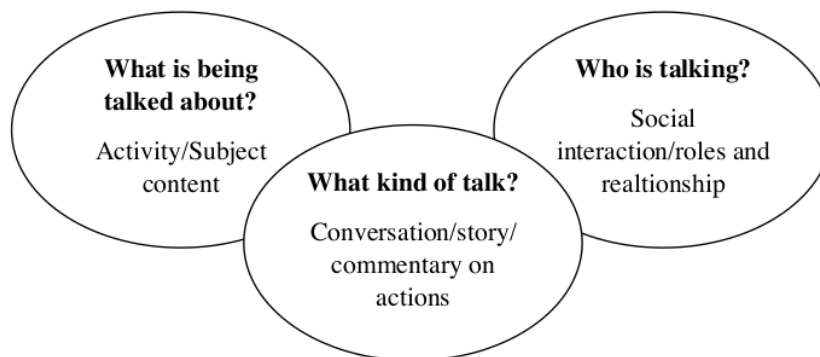
Personal and social development

Social relationships are mostly enacted through talk. Levels of intimacy or formality may be tried out and instant feedback means constant adjustment of tone, register or content. These nuances can be explored in role-play and drama where children can 'try out' different relationships. Acceptability of talk in different contexts, as indicated by its reception, is vital knowledge for children.

So while speech and writing have much in common, which general teaching of English will enhance, there are other areas that are distinctive and need to be explicitly addressed in the classroom.

Taking account of the distinctive features of spoken language in planning

Whether spoken or written, all languages vary according to the functions they serve. It is helpful to think of three main factors contributing to this variation in talk (CLPE, 2003).



What is being talked about?

Emphasis on subject content or topic means developing necessary knowledge including specific vocabulary and expressions. For example, in a science lesson on testing forces, children need to understand the concept of fair test, use words like speed and distance, and be able to make comparisons between

length, height, and weight. When talking about drama, children need some technical vocabulary to describe the effects of characterization, costume and vocal expression.

Who is talking?

To carry out the different roles in effective group work, children need to learn the language associated with them. For example, how to support others in group by building on or clarifying contributions, ways of taking the lead and ensuring everyone has a turn to speak, how to introduce a new idea or change the topic and how to make relevant written notes of the class as a whole, they need to adapt their language from lesser to greater formality:

What kind of talk?

Sometimes the aim of the lesson will be for children to create spoken texts of particular kinds, such as oral stories, spoken arguments, dramatic dialogue or extended contributions in whole-class discussion. The language needed here is more explicit, and contains more formal types of structuring conventions than language used in accompanying action or in a conversation with a group of friends. Children need to understand how to develop these more sustained forms of talk through hearing them demonstrated, paying attention, for example to the ways speakers connect longer utterances, sequencing and emphasizing their ideas.

The connections between topic, social interaction and type of talk are particularly fluid and dynamic in spoken exchanges, as speakers adjust what they say and how they say it according to the responses from others. Effective teaching of speaking and listening takes account of the ways these different factors bear on children's success in the focus of any activity.

Speaking and listening in all areas of the curriculum

Speaking and listening, reading and writing are interdependent. Teaching and learning about language and how it is used in the different modes will develop all three of them. Most children try out ideas in talk long before they are able to

try to pin them down in writing. Reading aloud helps children become familiar with the cadences and uses of English. For many children, expressing ideas orally is easier than writing, where it is more complicated to orchestrate all the necessary skills. The discipline of writing, which involves precision and clear articulation of meaning for a distant reader, aids clarity in oral communication too. Reading gives children models of language, and discussion of text helps them to take such language into their own repertoire. So speaking and listening, reading, and writing are not only interdependent, but also mutually enhancing.

All areas of the curriculum offer distinctive opportunities for developing children's speaking and listening. The purposes and type of talk appropriate in different subjects — such as hypothesis and experimenting in science, casual reasoning in history, creating patterns in poetry, discussions of issues in PSHE — provide specific opportunities for speaking and listening. Therefore, it is necessary to teach speaking and listening explicitly across the curriculum, not just in English. Teaching unit already planned need to be developed to create specific teaching opportunities and to extend and reinforce children's skills. The teaching sequences (see Teaching objectives and classroom activities booklet, section 3) give examples of how this can be done.

Diversity and inclusion

The range of speaking and listening opportunities helps in responding to pupils' diverse learning needs. Children's differing social skills mean they need to work in groups of different sizes and compositions. Drama is also a way of promoting social and emotional development as well as extending children's ways of expressing themselves. Children who speak English as an additional language benefit from hearing and participating in extended speaking, when working with new learners of English, it is important to check that they understand the key words needed for any topic being discussed, and also to enable them to exploit their knowledge of word meanings in other languages. The techniques suggested in these materials, such as explicit modeling, offering thinking time and reflecting on oral work, are helpful in providing differentiated support.

The oral sharing of experience and ideas supports equality of opportunity in terms of access to the curriculum and promotes children's motivation and engagement across subjects. As children's strengths and preferred learning styles differ, those children who are less comfortable and successful with written forms can communicate effectively and develop confidence through speaking and listening.

Extended discussion between teachers and children can enable problems to be resolved, especially where children are expected to support each other rather than work in competition. Cultural differences influence the ways children to speak to their peers and adults. Children need carefully organized opportunities to learn different ways of interacting and to work with others who are more confident are versatile.

Characteristics of the talk of boys and girls often differ. Girls are generally more collaborative, supporting each other and developing ideas together. Boys often like to propose ideas, to use language dramatically and to move on fast rather than develop detail. Such differences can tackled, and children's repertoires extended, by planning different groups, partners, classroom seating and activities. Embedding speaking and listening across the curriculum builds on children's preferences and strengths as well as challenging them in areas where they are less strong.

CONCLUSION

The role of the teacher is central to developing children's talk in the classroom. Teacher behaviors have a significant impact on what children say, how they say it and the opportunities they have to develop their skills as speakers and listeners. Teachers also selects the good materials for the students and know a model which appropriate for them. Teachers' role is to know the encouraging sensitive interaction and ensuring goals as a criteria for success. Parents are also important in supporting the school's work in speaking and listening.

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