



## INTERACTIVE ACTIVITIES TEACHING SPOKEN AND WRITTEN DISCOURSE

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### Abstract

Discourse analysis is the study of language in spoken or written form. Written discourse is considered an imperative aspect that needs should be analysed. This topic aims to discuss the possibility of applying written discourse analysis in English teaching.

**Keywords:** explicitly, tuition, prying skills, to jot, tableau, belvederes, by fleetingly.

Numerous academics equate listening with not language (“You know you listen you don’t talk.” which suggests there may be a great contract of room for starting and representative presence strategies within usual classroom knowledge. Just as with education reading and script, teachers should model, explicitly teach and give pupils lots of chances to repetition, before, during and after tuition. The following events encourage students to preparation their prying skills:

### Teaching Listening Activities of Spoken Discourse

- **Quick Writes**

Provide a quick to specific topics in an oral text and give students a few minutes (three to five) to jot depressed a first-draft response.

- **Graffiti**

The key arguments from an oral typescript that the classes have shared on large sheets of paper (one idea per sheet) and post them round the room. Divide the class into partners or small groups to take turns generating and recording answers to each point. When scholars have had a accidental to reply to all the points, bring them together as a group to cluster connected ideas, remove repetition and reach agreement.

- **Tableaux**

Give students the option of consuming graphic forms of expression such as a drawing or a living “tableau” to depict the key ideas or scenes referred to/described in an oral text.

- **Inside-Outside**

Have scholars form an internal and an outer circle, classification one circle as “speakers” and the other circle as “listeners.” Pose a question and then invitation the utterers to share their rational, solutions or belvederes with the contemporary straight in front of them. Have each listener summary what each speaker has shared, adding his/her own response. Then have the outer circle rotate one creature to the left (or right) and in augurate the cycle again, this time discovering a new question.



- **Carousel**

Next an oral recital, gulf the class into collections, labeling one student in each group to remain in place as the “designated speaker” while the other students rotate to each of the other groups, on signal, to listen to the other designated speakers. Again, on signal, have students rotate to a new group and continue in this manner until all groups have been visited.

- **Video**

You can play a video clip with the sound off and ask students to make estimates about what dialog is taking place. Then play it again with sound and discuss why they were right or wrong in their prophecies. You can also play the sound minus the video first, and show the video after students have guessed what is going on.

- **Homework**

Stretch students a listening task to do between classes. Encourage them to listen to public announcements in airports, bus stations, supermarkets, etc. and try to write down what they heard. Tell them the telephone number of a cinema and ask them to write down the playing times of a specific movie. Give them a tape footage of yourself with questions, dictation, or a worksheet to complete.

- **Dual dictation**

Ask scholars to get into pairs to write a dialogue. When student A is speaking, student B should write down what they are saying and vice versa. When they have finished the conversation, they should check what each other has written and put the two flanks of the conversation together. You could then ask scholars to perform their dialogues again to the rest of the class, or to swap with other pairs.

## Teaching Listening Activities of Written Discourse

- **Request**

Have schoolchildren read two to three pages of text and then ask an open-ended, developed order question. Following conversation, have them read the next few pages and again pause, this time hopeful one of the students to pose a rich question for the group to discover (a good strategy for stimulating student thinking during a read-aloud or guided reading lesson).

- **Noise**

Reduce distractions and noise during the listening segment. You may need to close doors or windows or ask children in the room to be quiet for a few minutes.

- **Repetition**

Read or play the text a total of 2-3 times. Tell students in advance you will repeat it. This will reduce their anxiety about not catching it all the first time. You can also ask them to listen for different information each time through.



- **Content**

Unless your text is merely a list of items, talk about the content as well as specific language used. The material should be interesting and appropriate for your class level in topic, speed, and vocabulary. You may need to explain reductions (like 'gonna' for 'going to') and fillers (like 'um' or 'uh-huh').

- **Recording Your Own Tape**

Write appropriate text (or use something from your textbook) and have another English speaker read it onto tape. Copy the recording three times so you don't need to rewind. The reader should not simply read three times, because students want to hear exact repetition of the pronunciation, intonation, and pace, not just the words.

- **Listen for lies**

Gulf the class into two teams A and B. Ask one student at a time to come to the front of the class and read aloud a passage which you have chosen, e.g. a story or newspaper article. Then ask them to read it aloud again, but to make some changes. Each time a lie (or change) is read out, the students must stand up. The first team to stand up gets a point. This game requires students to listen carefully and encourages them to remember important information and details.

- **Correction techniques**

- *Shadow dictation*

Choose a writer and a listener

Teacher reads a paragraph (normal speed)

While one writes the other just listens Then have both re-construct the story

Teacher reads the story again so they can compare their version

For mixed-ability classes, you can use their skills putting weak-strong students together.

**Doctorless:** Doctorless is a recently discovered listening activity which requires the use of comprehensive listening skills. It has four stages:

**1. Preparation.** The teacher makes the students by fleetingly talking about the topic and key words or asking general questions about the text they are going to hear. The teacher should also make unquestionable students know what to do exactly.

**2. Dictation.** The teacher dictates the text twice. For the first time, students just listen and emphasis on the meaning. For the second time, the students take extensive notes. The teacher should make sure that the dictation speed is almost at the speed of standard speech.

**3. Reconstruction.** Based on their notes, the students work in pairs or groups and reconstruct the text they have heard.



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**4. Analysis and correction.** The students compare their version of the text with the original, sentence by sentence.

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