



## DEVELOPMENT OF LINGUISTIC CAPABILITIES IN LANGUAGE TEACHING TO STUDENTS

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### Annotation

This article deals with the one of the most important part of teaching language. We know that 4 skills are important while learning language I try to explain the easiest way to teach them.

**Keywords:** perfect, useful, different, aid, type, facilities.

### Introduction

Though we have intentionally put the terms of the relation in this order it is obvious that we are in front of a reciprocal learning situation, as these two particular skills are so much interconnected and they serve each others' interest in the most perfect way. It is advisable that at any grade/ level the reading listening activities be accompanied by visual aids of any type, as they facilitate the strong relation between two human perceptive senses: sight and hearing. It was scientifically proved that a better comprehension of what we read/learn through reading is enhanced by audio supplementary input. Some classroom activities by means of which we can reinforce listening through reading are listed below:

- Reading aloud in the classroom is an activity which can demonstrate its benefits at every grade level, being an efficient tool for vocabulary expansion, improvement of reading comprehension, as well as self confidence. The activities can undertake different forms from:
  - The model reading done by the teacher with the students following in their books;
  - Students taking turns in reading aloud parts of a text or passages of a book;
  - Students reading aloud a written assignment.
- Listening to recorded texts while reading the script, which is a slightly more sollicitating task as the speech rhythm is more alert; aspects such as intonation, dialect or accent of the speaker on the recorded material can influence understanding. Nevertheless, it has been noted that students are more likely to comprehend a text if this one is accompanied by a listening material. Handouts to check comprehension through both skills can be included.





– Storytelling/reading in the classroom which is in fact a lengthier, more complex variant of the teacher modelled reading, but which also brings the benefits of introducing the students to cultural or affective issues Shared reading is an enjoyable, interactive activity stemming from the model of the bedtime reading. Teachers usually use the so-called “big books”, with vivid, clear illustration which enable asking and answering questions, making prediction on what is going to happen and checking predictions through listening.

– Watching movies with subtitles facilitates learning the spelling and pronunciation at the same time, enhances a better comprehension of both the movie and the text/script. A suggested variant could be to watch the movie for two time, first with the subtitles and second without them to enable students to become more independent in listening comprehension.

– Associating graded readers with audio aids (CDs or cassettes) which can be very useful if reading/ listening activities are done either simultaneously or alternatively.

– Listening to a specific recorded text and then read to check –an activity that can be adapted to most of the lessons in the students’ textbooks; the reading comprehension of the tape script is reinforced by the prior listening activity.

– Listening to songs accompanied by different possible tasks: completing the lyrics, matching them with images, rearranging the lines etc.

Reading is a remarkably useful resource for speaking activities which accompany the reading itself. The aim of integrating the two skills is that of creating on a long term basis the students’ ability for spontaneous speech, which is characteristic of everyday life. Over the years there has been a lot of complaint regarding the low level of oral communicative competence of secondary level graduates, i.e. the so often used excuse” I understand a lot of what I hear, but I cannot express myself”. One explanation could be that all too often in the classroom practice we stress upon the language input rather than on the output. This is why reading – speaking activities should gain a larger focus within an integrating class. Special attention should be paid to the type of speaking tasks that we design to back up reading. They must parallel the students’ proficiency level, also trying to keep a balance between tasks that are too demanding on the learners and thus inhibitant and much too easy tasks that could cast away their interest and initiative. When regarded in connection with reading tasks, speaking activities can be included at any stage of the lesson pre/while/post reading and they can also be carried out either as a whole class approach or in groups/pairs [7]. The teacher should always provide equal chances to participating in the speaking tasks to



all students. It is particularly important that we do not fall in the trap of focusing on a limited number of students who might already be quite competent in oral expression to the disadvantage of the others who can become frustrated and no willing to activate their speech anymore [3].

## **AIMS**

Another aspect that most times prevents effective speaking of our students is the teacher's interference with their speech; all too often we try to fill the void ourselves. Instead we should encourage and motivate students to express themselves as often as possible, with reduced and discreet correction from the teacher during the speech flow.

From this point of view reading can definitely provide an engaging start point towards a variety of reading – speaking tasks.

– Role play is an appealing, motivational activity for both young and intermediate students where they can act out, which is so characteristic of their age, specific roles like the princess with little ones or the manager in a job interview situation with older ones. In both cases role play follows a first reading of a model text. Role play activities can be applied to short dialogues and also to longer texts from the course books or authentic materials. Such acting out tasks can be developed later on into more complex dramatizing activities that include memorization of certain replies, use of specific intonation, creativity and self-confidence in using the language on their own [11].

– Memorizing and reciting chants / rhymes or longer poems can improve the students' awareness of such issues as intonation, tone, voice pitch.

– Interpreting song lyrics enables the use of language in a specific rhythmic pattern.

– Dramatizing longer, more complex texts like stories, plays or parts of them. It can sometimes take the form of guided, trained children's theatre. This type of reading

## **Conclusion**

Discussions or debates elicited by the reading of a text which also promote the development of critical thinking skills and the ability odd problem posing and problem solving. The main purpose of a foreign language is to form communicative competence, i.e. ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers. A foreign language as an academic subject is characterized by:





- Inter subject (the content of speech in a foreign language can be information from different fields of knowledge, for example, literature, art, history, geography, mathematics, etc.);
- Multilevel (on the one hand, it is necessary to master various linguistic means corresponding to the aspects of the language: lexical, grammatical, phonetic, on the other hand, skills in four types of speech activity); - polyfunctionality (can act as a goal of learning and as a means of acquiring information in a wide variety of areas of knowledge) [13].

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