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### **Teaching speaking in the frame of content-based learning**

In recent years content-based learning has become increasingly popular as a means of developing linguistic ability which has connections to project work, task based learning and a holistic approach to language instruction. It makes learning a language more interesting and motivating. Students can use the language to fulfill a real purpose, which can make them both more independent and confident. Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills. The inclusion of a group work element can also help students to develop their collaborative skills, which can have great social value.

Why are speaking activities essential in teaching? Firstly, speaking activities provide rehearsal opportunities; secondly, they provide feedback for both a teacher and students. Finally, the more students have opportunities to activate the various elements of language, the more automatic it becomes. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Good speaking activities are extremely engaging. If they are participating fully – and if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it. In the kind of speaking we are talking about the students who are using the language to achieve some kind of purpose which is not purely linguistic. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons.

We are going to look at such speaking activities as television games ‘Call my bluff’, ‘Whose line is it anyway?’, ‘Royal banquet’, debates, discussion games, etc.