

ENHANCING TRANSACTIONAL AND INTERACTIONAL LISTENING SKILLS THROUGH CONTROVERSIAL POETRY



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ABSTRACT

This article proposes a controversial poetry-teaching (POT) framework for language practitioners to bridge the gap between literature and language teaching methodology. Step-by-step procedure followed in the framework aimed at helping prospective teachers incorporate controversial poetry into language teaching, while at the same time offering various materials and activities to be used in their future teaching practices.

Keywords: transactional, interactional, controversial, poetry, authentic, equipped, criterion, facile.

АННОТАЦИЯ

В этой статье предлагается противоречивая концепция преподавания поэзии (POT) для языковых практиков, чтобы преодолеть разрыв между литературой и методологией преподавания языка. Пошаговая процедура, применяемая в рамках, направлена на то, чтобы помочь будущим учителям включить противоречивую поэзию в преподавание языка, в то же время предлагая различные материалы и упражнения для использования в их будущей педагогической практике.

Ключевые слова: транзакционный, интерактивный, спорный, поэзия, аутентичный, оснащенный, критерий, поверхностный.

INTRODUCTION

Communicative competence approach will surely be a reacting factor in dealing with the possible problem in teaching listening and speaking practice lessons and any type of listening topics [Akyel, A, 1995]. When designing my lesson plans I take different types of approaches and principles into clear consideration and design my lesson plans according to these criterion

DISCUSSION AND RESULTS

As a teacher I usually use Task based language teaching in my everyday life. While teaching students I follow almost all type of tasks and try to be equipped with

several handouts, articles and materials. In one lesson the theme was “Controversial Poetry” and practicing listening skills was analyzing authentic texts.

Education For Leisure by Carol Ann Duffy

Today I am going to kill something. Anything.
I have had enough of being ignored and today
I am going to play God. It is an ordinary day,
a sort of grey with boredom stirring in the streets.
I squash a fly against the window with my thumb.
We did that at school. Shakespeare. It was in
another language and now the fly is in another language.
I breathe out talent on the glass to write my name.
I am a genius. I could be anything at all, with half
the chance. But today I am going to change the world.
Something’s world. The cat avoids me. The cat
knows I am a genius, and has hidden itself.
I pour the goldfish down the bog. I pull the chain.
I see that it is good. The budgie is panicking.
Once a fortnight, I walk the two miles into town
for signing on. They don’t appreciate my autograph.
There is nothing left to kill. I dial the radio
and tell the man he’s talking to a superstar.
He cuts me off. I get our bread-knife and go out.

The pavements glitter suddenly. I touch your arm [Jorge Campos da Costa,2009]

I elucidate the main concepts of the theme and attract students’ attention to controversial poem that had recently banned from public schools. They realize my comments – it is one characteristic of task, it means meaning is primary, it is central point in language teaching. Through understanding each other learning is facile. Afterwards, the students do a mock debate and decide whether or not this poem should be taught in public schools. One half of the room represent the teachers that want to keep it in the schools. The other half of the class represent the parents that want it banned, it signifies completing task is primary in TBLT. Then I give students a transcript of the poem and a few questions to get them started. I have the groups discuss what points they could use to support/ defend their argument. Groups also

discuss what arguments the opposing group might present and prepare a counterargument. The last task students debate, using examples from the poem where appropriate. Each student has to speak, presenting an argument or counterargument.

During the lesson students watch the video of an enactment of Carol Ann Duffy’s “Education for Leisure” :(<http://www.youtube.com/watch?v=po0czXogqBk&feature=related>). They focus on finding answers to the comprehension questions. As they do so, they do a practice the skills and techniques discussed on how to listen for specific details. The second time students watch the video; they focus on finding answers for the last three questions. As they do so they apply what they have discussed about listening for the general idea. After going through the questions I ask students how difficult the activity has been. I ask them which type of activity is more difficult, what skills work, what strategies they have used. At that time I feel that half of my students have a lack of expressing their ideas appropriately. As a consequence we, teachers, must feel an obligation in front of the students, that we should teach not only the language itself, but teach them how to overcome uneasy situations that they come across in real life situations while speaking with foreigners.

CONCLUSIONS

During the lesson I have chosen students will be able to practice both transactional and interactional listening skills by analyzing authentic text. Moreover, students will be able to enhance their speaking skills by discussing academic topic.

Besides that, students will be able to learn to listen for important details as well as overarching themes in order to better voice their opinions about the text and debate whether or not the poem should be taught in public schools, and in so doing will foster communicative competence.

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