

**O‘ZBEKISTON RESPUBLIKASI MAKTABGACHA VA MAKTAB  
TA’LIMI VAZIRLIGI  
SAMARQAND VILOYATI PEDAGOGIK MAHORAT MARKAZI**

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**ENGAGING SPEAKING AND LISTENING ACTIVITIES FOR YOUNG  
LEARNERS**

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## Abstract

This methodological guide, Engaging Speaking and Listening Activities for Young Learners, is designed for teachers working with 5th and 6th-grade students. It provides a comprehensive approach to improving students' conversational and auditory skills through interactive and engaging activities. The guide emphasizes practical techniques, including role-playing, dialogue practice, and listening exercises, which foster confidence and fluency in young learners.

Core principles, such as creating a low-stress learning environment and integrating contextual, real-life scenarios, underpin the activities presented. Teachers will find step-by-step instructions for implementing activities, tips for classroom management, and suggestions for combining speaking and listening exercises effectively.

The guide also includes an assessment framework to track progress, a weekly activity plan for structured implementation, and a curated list of resources and tools to support the learning process. By following this guide, teachers can make language learning both effective and enjoyable, helping students build a solid foundation in English communication. This resource is an essential tool for ESL educators aiming to inspire and engage their students in the journey of language acquisition.

**Keywords:** speaking activities, listening activities, role-playing, dialogue practice, conversational skills, young learners, English communication, classroom engagement, interactive learning, language acquisition, fluency development, real-life scenarios, teacher resources, student assessment, classroom management.

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## **Introduction**

**S**peaking and listening are essential components of language acquisition, especially for young learners in 5th and 6th grades. These skills form the foundation of effective communication, enabling students to express their ideas confidently and comprehend others in real-life situations. However, teaching speaking and listening to young learners can be challenging due to their varying levels of language proficiency, limited vocabulary, and fear of making mistakes.

This methodological guide, *Engaging Speaking and Listening Activities for Young Learners*, aims to address these challenges by providing teachers with practical, interactive, and age-appropriate strategies. By focusing on role-playing, dialogue practice, and listening exercises, the guide offers innovative ways to create an engaging and supportive classroom environment where students can develop their conversational skills naturally and enjoyably.

Through structured activities and clear instructions, this guide not only enhances students' speaking and listening abilities but also fosters creativity, collaboration, and confidence. With an emphasis on real-life scenarios and fun, this resource ensures that young learners are motivated to participate and practice, building a strong foundation in English communication.

### **Core Principles For Teaching Speaking And Listening**

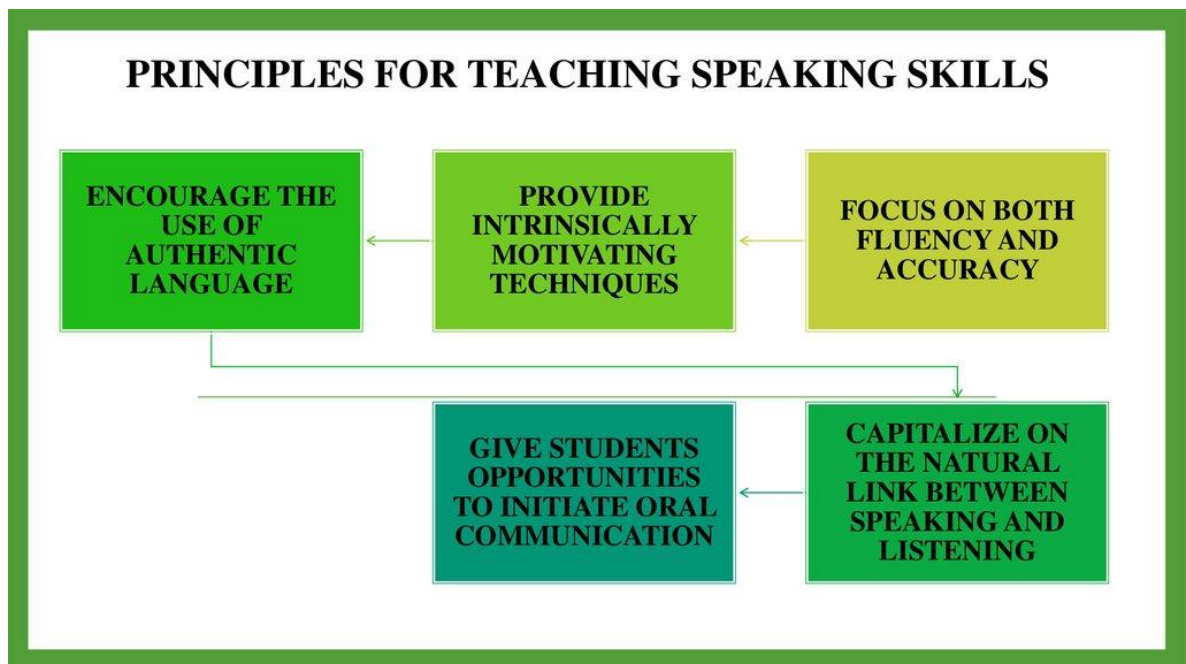
To develop speaking and listening skills in young learners effectively, it is essential to adopt teaching principles that align with their developmental needs and learning preferences. The following principles provide a foundation for engaging students and fostering meaningful language acquisition.

# 1

## Focus on Interaction

Interactive learning is central to teaching speaking and listening. Language thrives in environments where students actively communicate with one another.

- Encourage student-to-student communication:
- Design activities that require students to speak and listen to their peers rather than relying solely on teacher-led instruction. For example, pair work and small group discussions can create opportunities for natural dialogue.
- Use games like "Find Someone Who..." where students walk around asking each other questions to complete a task.
- Benefits:
  - Promotes fluency by reducing the fear of speaking in front of a large group.
  - Encourages collaboration and builds interpersonal skills.



## 2 **Create a Low-Stress Environment**

For young learners, a supportive and stress-free classroom environment is essential for developing confidence in speaking and listening.

- Use positive reinforcement and minimize correction:
  - Instead of focusing on errors, praise students for their efforts and correct them gently in a way that doesn't discourage participation.
  - For example, if a student makes a mistake, repeat the sentence correctly but avoid direct criticism.
- Encourage risk-taking:
  - Let students experiment with language without the fear of failure. Emphasize that mistakes are a natural part of learning.
- Benefits:
  - Builds students' confidence and willingness to participate.
  - Reduces anxiety, which can hinder language production.



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# 3

## Use Contextual Learning

Students learn best when activities are meaningful and relevant to their lives. Contextual learning helps bridge the gap between language use in the classroom and real-world situations.

- Activities should mimic real-life situations:
- Use role-playing scenarios like ordering food at a restaurant, asking for directions, or shopping.
- Incorporate storytelling where students recount events or create their own narratives based on prompts.
- Benefits:



- Enhances language retention by associating new vocabulary and phrases with practical contexts.

-Prepares students for real-life interactions, boosting their functional language skills.



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# 4

## **Incorporate Fun and Creativity**

Young learners thrive in an engaging and stimulating environment. Fun and creativity can make lessons memorable and foster a positive attitude toward language learning.

- Make learning enjoyable to sustain interest:
- Use songs, games, and storytelling to make lessons lively. For instance, a game like “Simon Says” can help students practice listening and following instructions.
- Introduce creative tasks such as designing posters, acting out skits, or creating simple comics using newly learned vocabulary.
- Encourage imagination:
  - Allow students to invent characters, settings, or stories during activities.
  - Use art and visuals as prompts for speaking tasks, such as describing a picture or creating a fictional world.
- Benefits:
  - Keeps students motivated and engaged, reducing boredom or frustration.
  - Encourages active participation and makes learning a joyful experience.

By focusing on these principles, teachers can create a classroom environment where speaking and listening become natural, enjoyable, and effective parts of language learning. These strategies build not only language proficiency but also the confidence and enthusiasm young learners need to excel in their ESL journey.



## Role-Playing Activities

Role-playing is a highly effective and engaging method for developing speaking and listening skills in young learners. It allows students to practice real-life language use in a controlled, supportive classroom environment while fostering creativity, collaboration, and confidence.

Role-playing involves simulating real-life scenarios where students take on specific roles and interact as if they were in those situations. This technique enables students to practice conversational skills, apply new vocabulary, and gain confidence in their ability to communicate in everyday settings.

- Why Role-Playing?

- It bridges the gap between theoretical learning and practical application.

- Encourages active participation and collaboration among students.
- Provides opportunities to practice functional language in a meaningful context.

## **Examples Of Role-Playing Activities**

### **1. Shopping Dialogue**

- Setup:
  - Divide the class into pairs. One student act as the shopkeeper, and the other is the customer.
  - Provide props like shopping lists, price tags, or mock money to make the activity more engaging.
- Focus:
  - Practice vocabulary related to shopping, such as items, prices, and polite expressions (e.g., "How much does this cost?" "Can I have...?" "Thank you!").

#### ***Dialogue 1: Basic Shopping***

Customer: Good afternoon! Do you sell oranges?

Shopkeeper: Yes, we do. They are \$1.50 each.

Customer: Great! I'll take four, please.

Shopkeeper: Sure, that will be \$6.

Customer: Here you go. Thank you!

Shopkeeper: Thank you! Have a nice day!

#### ***Dialogue 2: Bargaining***

Customer: Hello! How much are these tomatoes?

Shopkeeper: They're \$3 per kilogram.

Customer: Can you give me a discount if I buy 2 kilograms?

Shopkeeper: Hmm... alright, I can do \$5 for 2 kilograms.

Customer: That's perfect. I'll take 2 kilograms.

### ***Dialogue 3: Asking About Availability***

Customer: Excuse me, do you have any fresh bread today?

Shopkeeper: Yes, we have some. They're just out of the oven.

Customer: That's wonderful! How much is a loaf?

Shopkeeper: It's \$2 per loaf.

Customer: I'll take two loaves, please.

### ***Dialogue 4: Problem Solving***

Customer: Hi, I bought these apples yesterday, but they're not fresh.

Shopkeeper: I'm sorry about that! Would you like to exchange them for fresh ones?

Customer: Yes, please. That would be great.

Shopkeeper: No problem. Here are some fresh apples.

### **New Words**

Excuse me /ɪk'skjuːz mi/ Kechirasiz

Do you have...? /du ju hæv/ Sizda ... bormi?

How much does this cost? /haʊ mʌtʃ dʌz ðis kɒst/ Bu qancha turadi?

I'll take... /aɪl teɪk/ Men olaman...

Per kilogram /pər 'kɪləgræm/ Bir kilogramm uchun

Fresh /frɛʃ/ Yangi

Loaf (of bread) /louf/ (Non) bo'lagi

Discount /'dɪskaʊnt/ Chegirma

Exchange /ɪks'tʃeɪndʒ/ Almashtirish

Out of the oven /aʊt ʌv ði 'ʌvən/ Tandirdan chiqqan

Not fresh /nɒt frɛʃ/ Yangi emas

Wonderful /'wʌndərful/ Zo'r, ajoyib

These broader dialogues and vocabulary lists can help learners practice different shopping scenarios and build confidence in using practical, real-world English. The pronunciation and Uzbek translations ensure better understanding and retention for young learners.

### **At a Restaurant**

- Setup:

- One student plays the role of a waiter or waitress, and another is the customer.

- Provide menus and practice phrases related to ordering food and drinks.

- Focus:

- Develop skills in making polite requests and responding appropriately (e.g., "May I take your order?" "I'd like...").

#### ***Dialogue 1: Basic Order***

Waiter: Good afternoon! May I take your order?

Customer: Yes, please. I'd like a cheeseburger and a cola.

Waiter: Certainly. Would you like fries with that?

Customer: Yes, small fries, please.

Waiter: No problem. Anything else?

Customer: No, that's all. Thank you!

#### ***Dialogue 2: Asking About the Menu***

Waiter: Welcome! Are you ready to order?

Customer: Not yet. Can you tell me what's in the vegetable soup?

Waiter: Sure! It has carrots, potatoes, celery, and onions.

Customer: Sounds good! I'll have the soup and a glass of orange juice.

Waiter: Great choice. I'll bring it shortly.

### ***Dialogue 3: Special Requests***

Waiter: Hello! What would you like to order?

Customer: I'd like spaghetti, but can you make it without cheese?

Waiter: Of course! Would you like a drink with that?

Customer: Just water, please.

Waiter: Got it. One spaghetti without cheese and water.

### ***Dialogue 4: Complaints***

Customer: Excuse me, this steak is too cold.

Waiter: I'm so sorry about that! Let me have it replaced for you.

Customer: Thank you.

Waiter: You're welcome. I'll bring you a new one in just a moment.

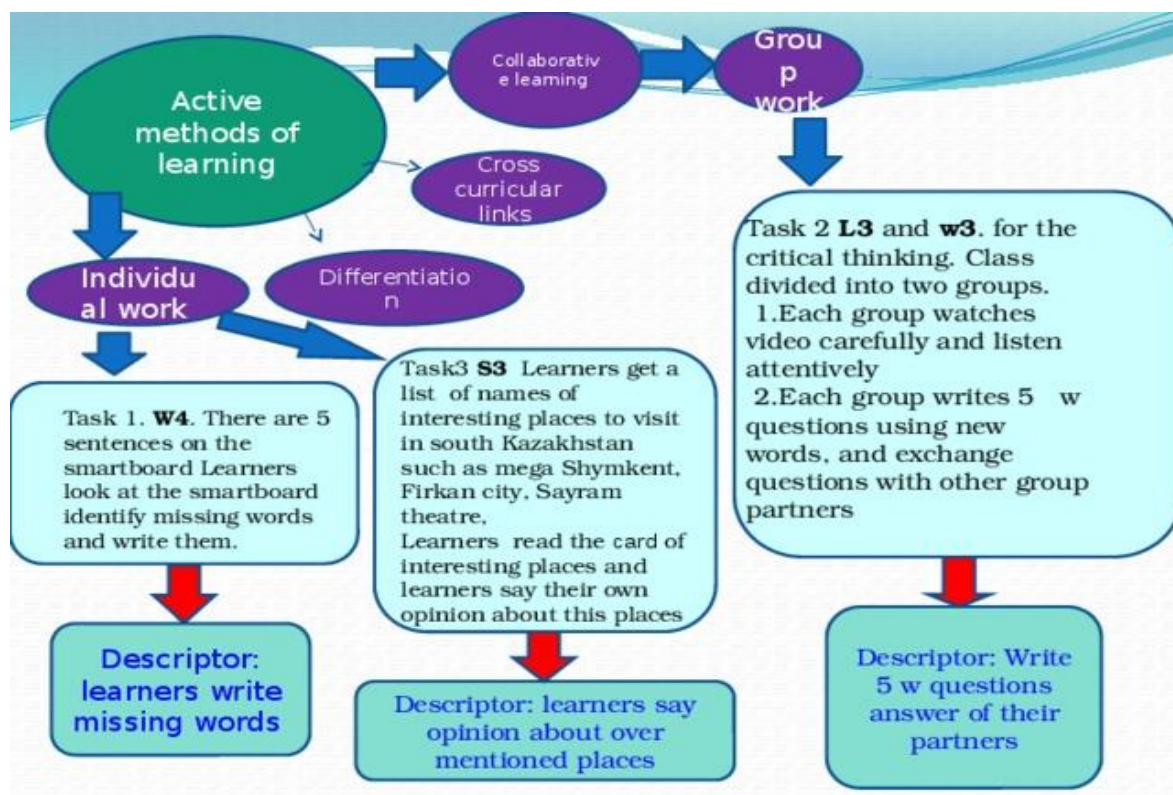
### ***Dialogue 5: Asking for the Bill***

Waiter: Was everything okay with your meal?

Customer: Yes, it was delicious. Could I have the bill, please?

Waiter: Certainly. I'll bring it right away.

Customer: Thank you.



### *New Words*

Menu /'menju:/ Menyu

May I take your order? /meɪ aɪ teɪk jɔːr 'ɔːdər/ Buyurtmangizni qabul qilsam bo'ladimi?

I'd like ... /aɪd laɪk/ Men ... xohlayman

Certainly /'sɜːtnli/ Albatta

Anything else? /'eniθɪŋ els/ Yana nima kerak?

Fries /fraɪz/ Kartoshka fri

Vegetable soup /'vedʒtəbl su:p/ Sabzavotli sho'rva

Orange juice /'ɒrɪndʒ dʒu:s/ Apelsin sharbati

Bill /bɪl/ Hisob (to'lov)

Cold /kəʊld/ Sovuq

Replace /rɪ'pleɪs/ Almashtirmoq

Delicious /dɪ'lɪʃəs/ Mazali



## **Travel Situations**

- Setup:
  - Simulate scenarios such as checking in at an airport, asking for directions at a bus station, or booking a room at a hotel.
  - Use visual aids like maps or travel brochures to support the activity.
- Focus:
  - Practice essential travel-related language, such as asking questions and giving information (e.g., "Where is the nearest bus stop?" "Can I have a boarding pass?").

### **- Example Dialogue:**

- Traveler: "Excuse me, is this the right gate for Flight 456 to London?"
- Airline Staff: "Yes, boarding will start in 15 minutes. Please have your passport and ticket ready."

## **Tips for Successful Role-Playing**

### **1. Provide Vocabulary and Phrases Beforehand**

- Introduce and practice key vocabulary and expressions before starting the activity.
  - Use flashcards, posters, or handouts to reinforce the language needed for the scenario.

### **2. Allow Time for Students to Prepare**

- Give students a few minutes to plan their roles and dialogues.
- Encourage them to write down key phrases or rehearse in pairs before performing in front of the class.

### **3. Encourage Creativity and Improvisation**

- While structure is important, allow students to add their own ideas to make the dialogue more natural and fun.

- For example, students playing a customer and waiter could create a humorous scenario involving a "missing item" from the order.

Role-playing not only enhances students' speaking and listening abilities but also builds their confidence in handling real-life conversations. By simulating authentic scenarios, students can practice language skills in a safe and supportive environment while having fun and expressing their creativity. These activities are adaptable, making them suitable for a variety of classroom settings and language levels.

### ***Incorporate Fun and Creativity***

Young learners are naturally curious and imaginative, and they thrive in environments that allow them to explore, create, and engage actively. Integrating fun and creative activities into your lessons not only keeps students excited about learning but also helps them retain new language skills more effectively. By making lessons enjoyable and creative, teachers can foster a positive attitude toward learning English and provide students with the motivation to keep practicing.

#### **Make Learning Enjoyable to Sustain Interest**

One of the most effective ways to keep students engaged is by making learning enjoyable and dynamic. Boredom can easily set in if the learning process is too repetitive or strictly academic, but when students are having fun, they are more likely to participate and absorb the language. Here are some strategies to make lessons more enjoyable:

### *1. Songs and Music*

- Use songs that incorporate vocabulary or grammar structures you want to teach. Singing along to catchy tunes helps reinforce new language while also improving pronunciation.

- For example, using simple songs like “Head, Shoulders, Knees, and Toes” or “If You’re Happy and You Know It” allows students to practice body parts and emotions while enjoying the rhythm and melody.

- Benefit: Songs help improve listening skills, pronunciation, and memory retention.

### *2. Games:*

- Games like “Simon Says” can be both fun and educational. It’s a great way to practice listening comprehension and following instructions. You can use it to reinforce vocabulary such as body parts, actions, or common phrases.

- Another popular game is Charades, where students act out vocabulary words or phrases, and others guess what they are. This helps develop both speaking and listening skills.

- Benefit: Games promote teamwork, reduce anxiety, and encourage active engagement.

### *3. Storytelling:*

- Students can take turns creating a story together, using newly learned vocabulary and structures. Storytelling can be done verbally or through drawing, where students illustrate their stories.

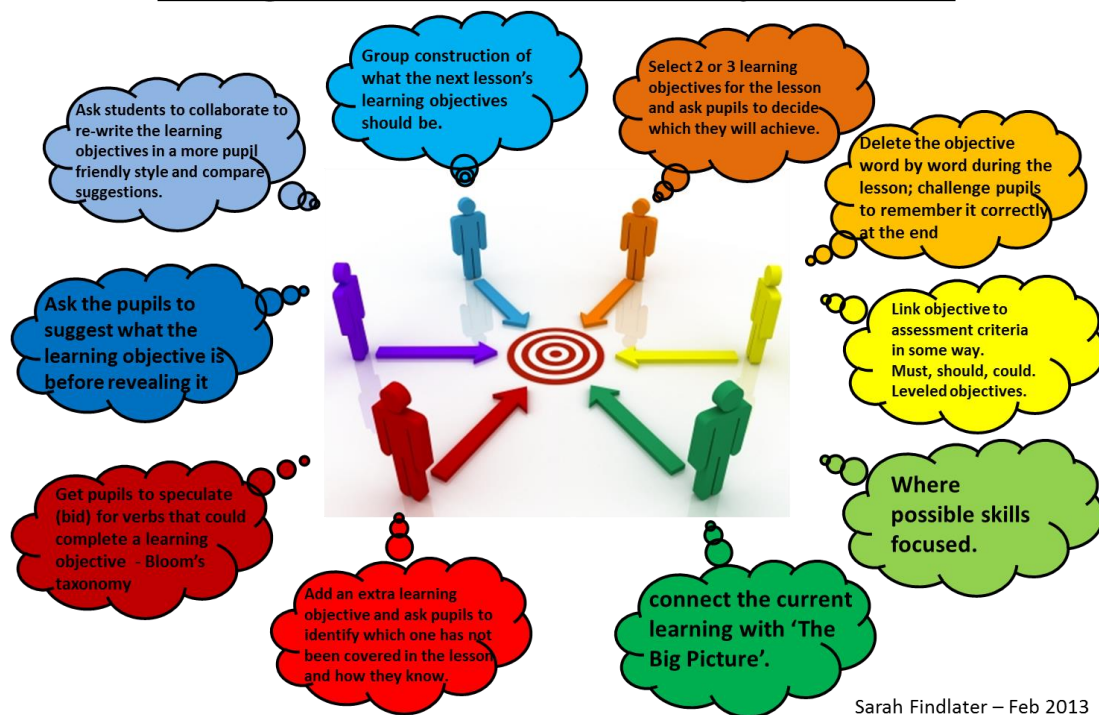
- You can start a story and have students contribute one sentence at a time, prompting them with questions or vocabulary hints.

- Benefit: Storytelling enhances creativity, speaking fluency, and vocabulary acquisition.

### Introduce Creative Tasks

Incorporating creative tasks not only stimulates imagination but also encourages students to use language in a more playful and spontaneous way. Creative activities allow students to apply what they've learned in a non-traditional setting, boosting their confidence and communication skills.

## Progress - Lesson Objectives



Sarah Findlater – Feb 2013

### *1. Poster Design:*



- Ask students to design a poster related to a theme you've covered in class. They can work in groups to create posters that advertise a product, promote a cause, or explain a concept.

- This task allows them to integrate new vocabulary while engaging in artistic expression, and they can present their posters to the class in English.

- Benefit: This activity helps students express their ideas visually and verbally, encouraging teamwork and creative thinking.

### *2. Acting Out Skits:*



- Organize role-playing activities where students act out short skits or scenes. These can be based on dialogues, stories, or real-life situations. For example, students can simulate a visit to the doctor, a trip to the supermarket, or a conversation between friends.

- Encourage students to create their own characters, props, and scenarios, which will allow them to practice language creatively.

- Benefit: Skits help with language fluency, practicing real-world communication skills, and can break the monotony of traditional lessons.

### *3. Creating Comics:*



- Use newly learned vocabulary to have students create simple comic strips. This can be an enjoyable and effective way for students to practice writing dialogues and using their imagination.

- Students can work in pairs or groups to develop the characters, storyline, and settings, which are all important in language learning.

- Benefit: Comics encourage creativity, reinforce vocabulary and sentence structure, and provide a visual memory aid.

#### **Encourage Imagination**

Young learners' imaginations are one of their greatest assets. Incorporating activities that stimulate students' creativity not only keeps them engaged but also builds their confidence in using English in unique ways. Here are some techniques to encourage imagination in the classroom:

#### ***1. Inventing Characters, Settings, or Stories:***

- Allow students to invent their own characters and settings. They could create a superhero with special powers, a fantastical creature, or a new world for their character to explore.

- This activity encourages students to use descriptive language and helps expand their vocabulary as they create their stories.

- Benefit: Promotes critical thinking, storytelling abilities, and the use of descriptive language.

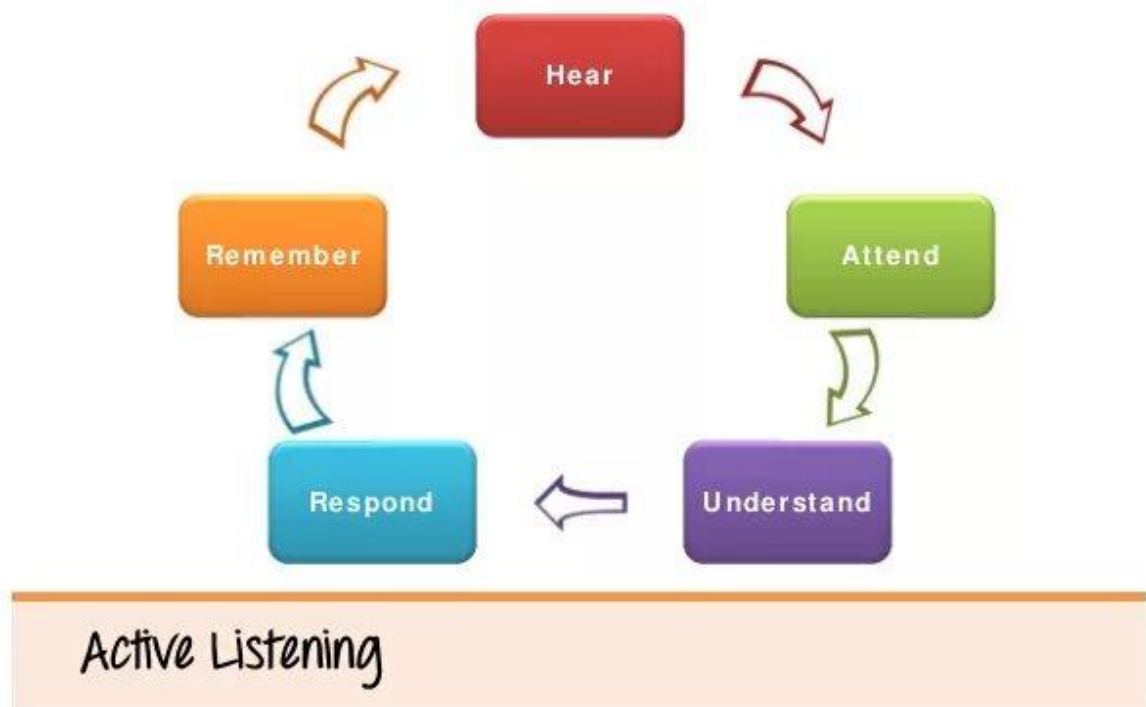
## ***2. Art and Visuals as Prompts:***

- Use art, pictures, or visual aids as prompts for speaking tasks. For example, ask students to describe a picture in as much detail as possible or invent a story about what happens next in the scene.

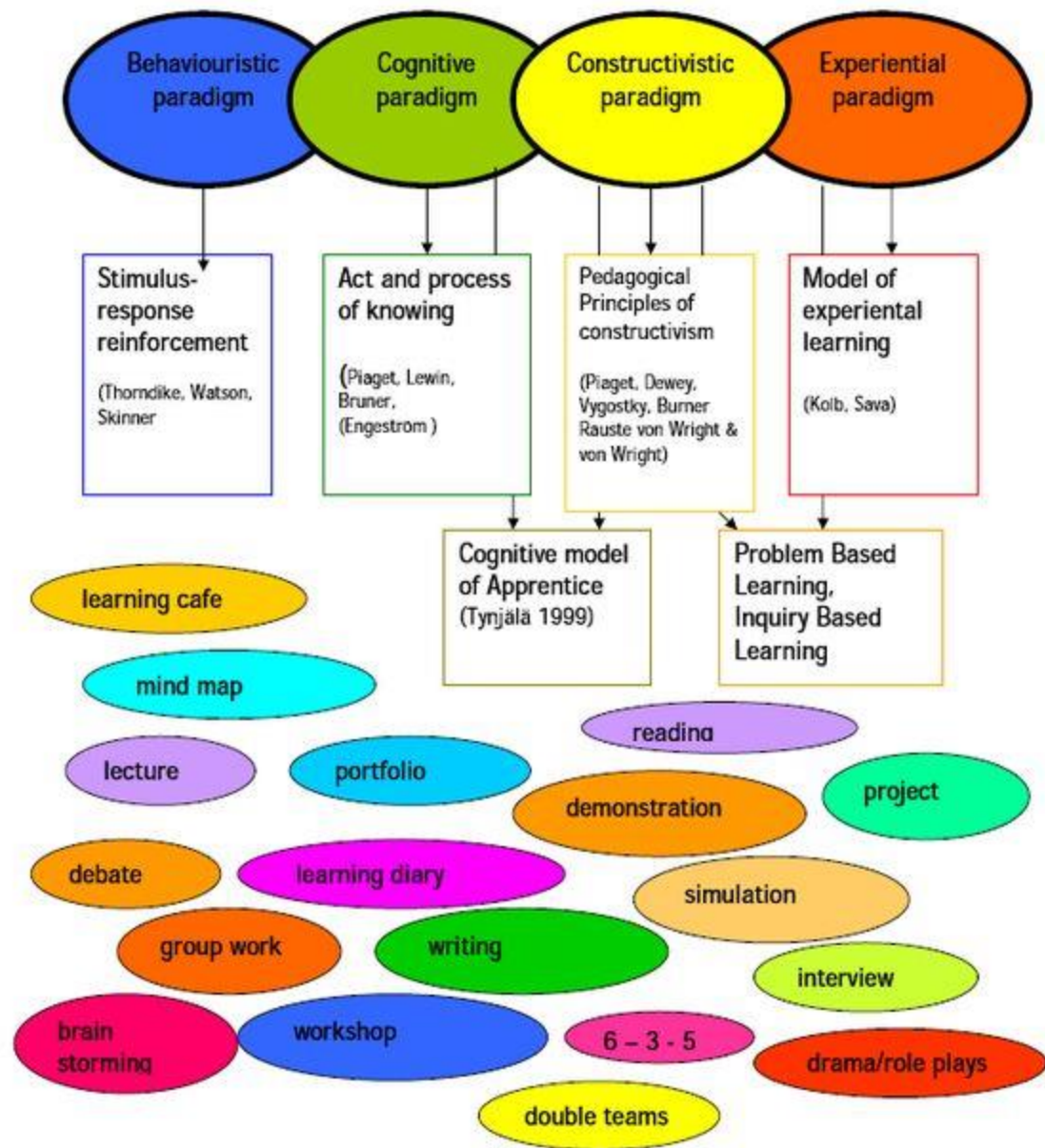
- Visual prompts can spark creativity and encourage students to use the language to explain, narrate, or invent details about the image.

- Benefit: Visual prompts help students think critically and creatively, while also developing speaking fluency and vocabulary.

## **Listening Process**



## LEARNING APPROACH, STRUCTURE OF LEARNING PROCESS AND TEACHING METHODS



### 3. *Creating a Fictional World:*

- Encourage students to work together to create a fictional world with its own rules, characters, and settings. Students can then present their worlds to the class, explaining its features in English.



- This activity can be done individually or in groups, with students designing everything from geography and culture to language and history.

- Benefit: Encourages collaboration, boosts creativity, and allows students to practice speaking and writing in a fun, imaginative context.

### Benefits of Fun and Creativity in Language Learning

#### ***1. Keeps Students Motivated and Engaged:***

- Fun and creative tasks reduce the risk of students losing interest. When learning feels like a game or an imaginative adventure, students are more motivated to participate and continue learning.

- Benefit: Active participation leads to better retention of the language and fosters a love of learning.

#### ***2. Reduces Boredom or Frustration:***

- Creative tasks break up the monotony of traditional lessons and offer students a chance to explore language in a relaxed, enjoyable manner.

- Benefit: Students feel more comfortable and confident when learning becomes enjoyable rather than stressful.

#### ***3. Encourages Active Participation:***

- Creative activities require students to think on their feet and use their language skills actively. This helps improve speaking, listening, and even writing abilities as they work through challenges in a fun environment.

- Benefit: Active participation builds language fluency and boosts communication confidence.

#### ***4. Makes Learning a Joyful Experience:***

- When students are having fun, they form positive associations with language learning. This enjoyment helps to keep them engaged and encourages them to keep practicing, even outside of the classroom.

- Benefit: Learning becomes something students look forward to rather than a task they need to complete.

By incorporating fun, creativity, and engaging activities into English lessons, teachers can help young learners build language skills in a way that is enjoyable, memorable, and effective. Through games, storytelling, creative tasks, and imaginative exercises, students develop not only their language abilities but also a positive and enthusiastic attitude toward learning English.

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## Easy activities



### **Activity 1 - Tongue twisters**

Everyone loves tongue twisters. My favourite is this one: repeat “red lorry, yellow lorry” ten times as fast as possible!

I suggest the following approach. Choose a tongue twister. Practise it until you’re perfect. If you’re not camera-shy, why not record it and send it to a few English-learning friends (or even post it on your social media!): Can they do it as well as you can?

**Skills:** Speaking, fluency

**Tools:** Tongue twisters, camera, social media

**Time:** 5-10 minutes

**Skill Level:** Easy

## Activity 2 - My day

At the end of a busy day, record yourself in English talking about:

- The best thing that happened today
- An unusual thing that happened today
- What you learned today
- What would make tomorrow a great day

**Skills:** Speaking, vocabulary, fluency

**Tools:** camera, social media

**Time:** 5-10 minutes

**Skill Level:** Easy



### Medium level activities

## Activity 3 - Reading aloud for pacing and stress

I recommend these steps for this activity:

1. Read the story aloud for about 30 seconds, reaching the end of the current paragraph. Record yourself if you like.
2. Listen to the audio version of the story. Did you have the same speed, pronunciation and stress? (It needn't be exactly the same.)
3. Either try again or, if you're happy with your progress, continue with the story.

Because this activity is to practise reading aloud, don't get distracted looking up too many words in the dictionary. Just note down the most important words to look up later.

**Skills:** Speaking, reading, vocabulary, pronunciation, stress

**Tools:** Text and accompanying audio

**Time:** 5-10 minutes

**Skill Level:** Medium

#### **Activity 4 - The Peppa Pig challenge**

This one is simple: watch an episode of Peppa Pig in English and translate it into your own language aloud in real-time.

Why Peppa Pig? The characters speak slowly and clearly using simple language. It's for kids, but it's fun for adults, too. And even though it's a show for kids, I bet you will still pick up some new vocabulary.

**Skills:** Speaking, listening, fluency, pronunciation

**Tools:** Peppa Pig videos and transcripts from various websites

**Time:** 10-20 minutes

**Skill Level:** Medium

#### **Activity 5 - Shadowing**

**Skills:** Speaking, pronunciation

**Tools:** Podcast or TED talk

**Time:** 5-10 minutes

**Skill Level:** Medium

#### **Activity 6 - You're the teacher!**

In my classes, I sometimes invite students to come up to the whiteboard and teach a grammar point. It's fun and adds an unusual twist to the lesson.

**Skills:** Speaking, grammar, fluency

**Tools:** Speaking topic, camera

**Time:** 5-10 minutes

**Skill Level:** Medium

### **Activity 7 - Your business profile**

**Skills:** Speaking, Business English

**Tools:** LinkedIn, camera

**Time:** 5-10 minutes

**Skill Level:** Medium

## **Hard or challenging activities**



### **Hard or challenging activities**

#### **Activity 8 - The translation challenge**

1. Find a global news story in your own language.
2. Translate it into English and make a recording of it.
3. Find the same story on the news in English.
4. Compare your translation with the English version. How did you do?

The reason for choosing a global news story is so that you can be sure to find it in both your language and in English. You might want to find the news item in both languages *before* you do your translation.

**Skills:** Speaking, listening, vocabulary, fluency

**Tools:** Various websites, camera

**Time:** 20+ minutes

**Skill Level:** Hard

## Activity 9 - On with the show!

**Skills:** Speaking, fluency, pronunciation, enunciation

**Tools:** Podcast or TED talk with transcript, camera

**Time:** 5-10 minutes

**Skill Level:** Hard

## Activity 10 - The 4-3-2 activity

**Skills:** Speaking, fluency

**Tools:** Speaking topic, camera

**Time:** 10-20 minutes

**Skill Level:** Hard



# Listening teaching strategies and stages

**Good method in teaching listening**

## **Three Stages Method:**

- **Pre-listening stage**
- **While-listening stage**
- **Post-listening stage**



## Principles of listening

There are ten principles behind really good listening.



# **S** **top Talking**

Don't talk, listen.

If we were supposed to talk more than we listen, we would have two tongues and one ear.

# **P** **repare Yourself to Listen**

Relax.

Focus on the speaker. Put other things out of your mind. The human mind is easily distracted by other thoughts, such as wondering what's for lunch, or what time you need to leave to catch your train, or whether it is going to rain later.

When you are listening to someone, try to put other thoughts out of your mind and concentrate on the messages that are being communicated.

# **P** **ut the Speaker at Ease**

Help the speaker to feel free to speak.

It is not always easy for someone to talk freely, especially if they find the topic is difficult, or it causes an emotional reaction. However, as a listener, there are actions you can take to make the speaker feel more confident.

For example:

Nod and smile, or use other gestures or words to encourage them to continue;

# **R** **emove Distractions**

Remove as many distractions as possible so you can focus on what is being said.

The human mind is prone to being distracted. It is therefore important to ensure that you don't give your mind too much opportunity for escape.

When you are listening to someone, it is a good idea to remove possible distractions. Put down your phone, or turn away from your computer screen. It is also a good idea to avoid unnecessary interruptions. For example, at work, you might leave your desks and go to a meeting room, leaving your phones behind.

## **E**mpathise

Try to understand the other person's point of view.

When you are listening, it is important to see issues from the speaker's perspective: to empathise with them. This helps you to understand their point of view, and to understand their concerns.

## **B**e Patient

A pause, even a long pause, does not necessarily mean that the speaker has finished.

Sometimes it takes time to formulate what to say and how to say it. Be patient and let the speaker continue in their own time. Never be tempted to interrupt or finish a sentence for someone. This is particularly important if the speaker has a speech impediment such as a stammer.

## **A**void Personal Prejudice

Try to be impartial.

Our personal prejudices can lead us to pre-judge someone's words and meaning based on their habits or mannerisms. This prevents effective listening, because you have effectively already decided whether their words have value.

## **L**isten to the Tone

Volume and tone both add to what someone is saying.

A good speaker will use both volume and tone to help them to keep an audience attentive. Equally, everybody will use pitch, tone and volume of voice in certain situations. Effective listening means using these non-verbal cues to help you to understand the emphasis and nuance of what is being said.

## **L**isten for Ideas – Not Just Words

You need to get the whole picture, not just isolated bits and pieces.

Words are the most basic elements of communication, but they do not occur in isolation. You may hear people say something like:

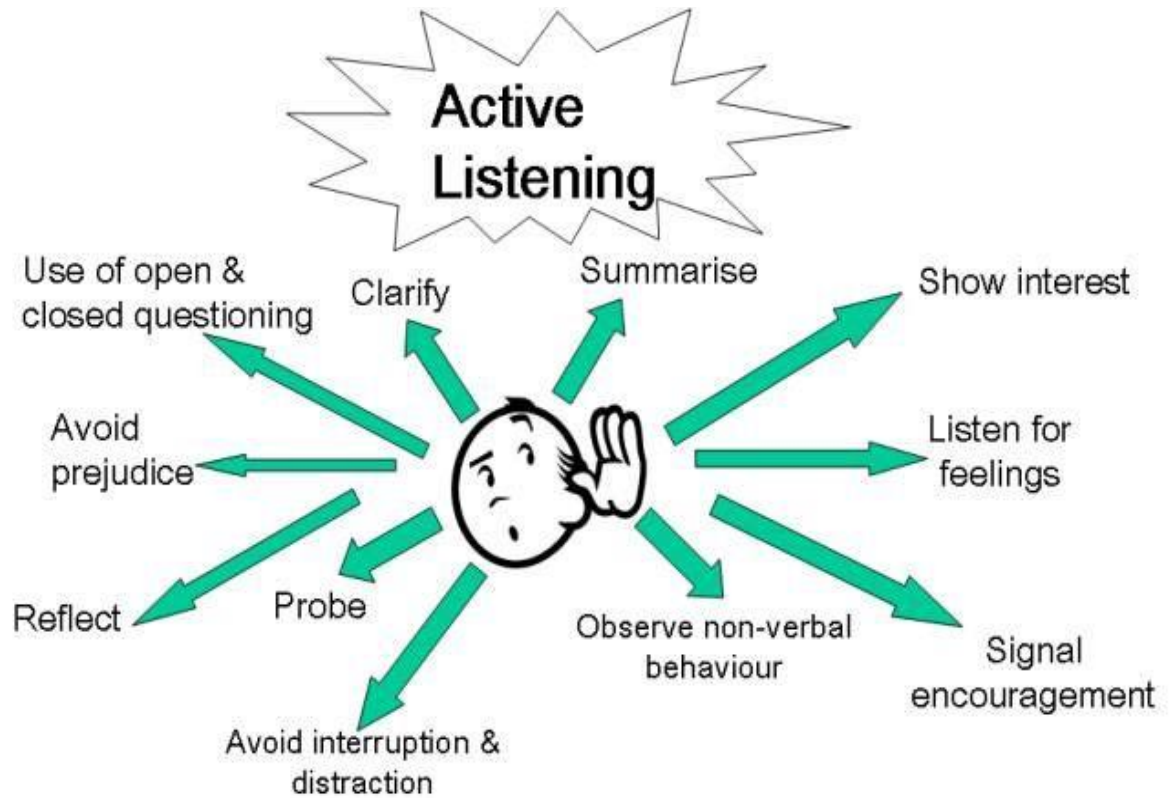
“Well, I understood all the words individually, but not really the overall sense.”

What they mean is that they were unable to grasp the idea behind the words.

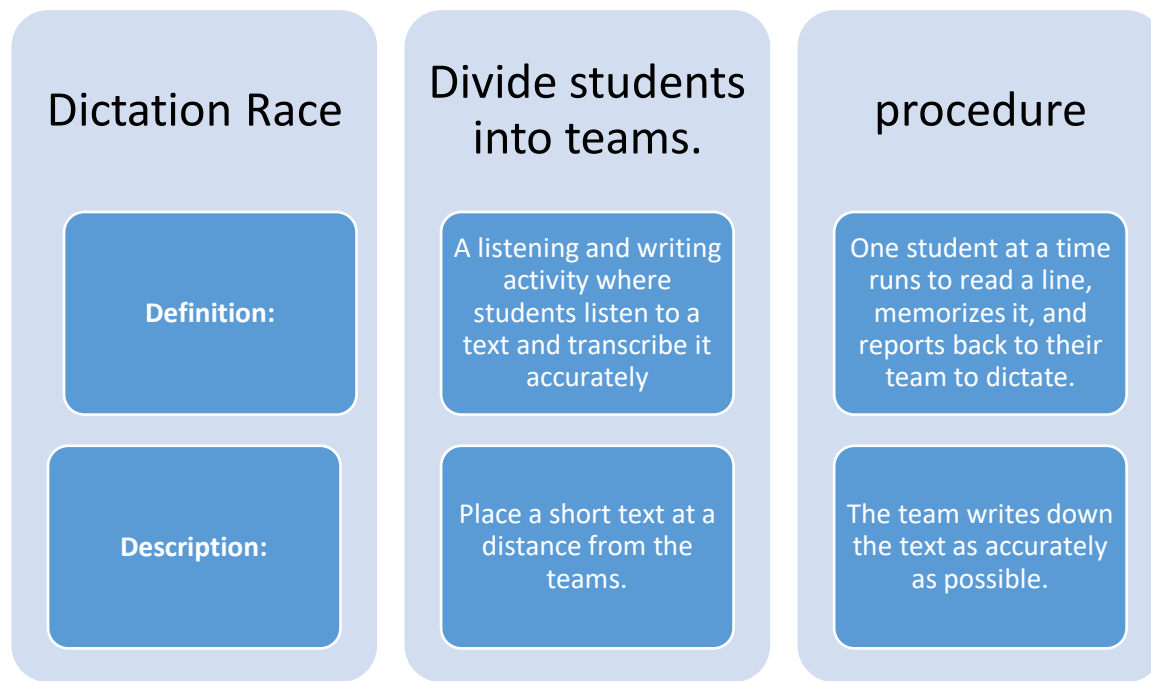
## **W**ait and Watch for Non-Verbal Communication

Gestures, facial expressions, and eye-movements can all be important in understanding someone’s full meaning.

We tend to think of listening as being something that happens with our ears—and hearing is of course important. However, active listening also involves our eyes.



Activities for listening



## 2. Picture Dictation

**Definition:** A listening activity where students draw an image based on spoken instructions.

**Description:**

- The teacher describes a scene or object.
- Students listen carefully and draw based on the description.
- After finishing, they compare drawings to check accuracy.

## 3. Minimal Pairs Game

**Definition:** A pronunciation-focused listening activity distinguishing between similar-sounding words.

**Description:**

- The teacher reads two similar words (e.g., "ship" and "sheep").
- Students identify which word was said by raising hands or writing the correct word.

#### **4. Story Sequencing**

**Definition:** An activity where students listen to a story and arrange events in the correct order.

**Description:**

- The teacher reads a short story aloud.
- Students receive mixed-up story events on cards.
- They arrange the cards in the correct order based on what they heard.

#### **5. Sound Effects Guessing**

**Definition:** A fun listening activity where students identify sounds.

**Description:**

- Play various sound effects (e.g., rain, traffic, birds).
- Students guess the source of each sound.
- For variation, students describe the scene where the sound might be heard.

#### **6. Listen and Complete the Lyrics**

**Definition:** A music-based listening activity where students fill in missing words in a song.

**Description:**

- Choose a song with missing words in the lyrics.
- Play the song and have students complete the blanks.
- Review and discuss the meaning of the lyrics.

#### **7. True or False Listening**

**Definition:** A comprehension activity where students decide whether statements about a listening passage are true or false.

**Description:**

- The teacher reads or plays an audio passage.
- Students are given statements related to the passage.

- They decide if each statement is true or false.

### **8. Listening Bingo**

**Definition:** A game where students listen for specific words or phrases in audio content.

**Description:**

- Create bingo cards with words or phrases related to a listening passage.
- Play the passage, and students mark words when they hear them.
- The first to complete a row shouts "Bingo!"

### **9. Simon Says**

**Definition:** A listening and movement activity where students follow spoken commands.

**Description:**

- The teacher gives commands beginning with "Simon says..." (e.g., "Simon says touch your nose").
- If the command doesn't start with "Simon says," students should not follow it.
- Those who follow an incorrect command are eliminated.

### **10. Podcasts with Questions**

**Definition:** A comprehension activity where students listen to a podcast and answer questions.

**Description:**

- Choose an engaging podcast suitable for students' level.
- Give students a list of comprehension questions.
- Play the podcast, then discuss the answers together.

## CONTROL QUESTIONS

### **Teaching Speaking**

1. What are the key principles of teaching speaking in an EFL/ESL classroom?
2. How does communicative language teaching (CLT) enhance speaking skills?
3. What role does pronunciation play in developing speaking skills, and how can it be taught effectively?
4. How can teachers encourage reluctant or shy students to participate in speaking activities?
5. What are the advantages and disadvantages of using role-plays and simulations in teaching speaking?
6. How does task-based language teaching (TBLT) promote speaking fluency?
7. What are the differences between fluency and accuracy in speaking, and how can teachers balance them?
8. How can technology (e.g., AI, speech recognition apps, virtual reality) support speaking practice?
9. What are the challenges of teaching speaking in large classrooms, and how can they be overcome?
10. How can teachers assess and provide feedback on students' speaking skills effectively?

### **Teaching Listening**

1. What are the main challenges learners face when developing listening skills?
2. How can teachers help students improve their listening comprehension?



3. What is the difference between bottom-up and top-down listening strategies?
4. How can pre-listening activities enhance students' understanding of audio materials?
5. What are some effective ways to teach listening for specific purposes (e.g., academic listening, business English)?
6. How can teachers integrate authentic listening materials into their lessons?
7. What strategies can be used to teach listening to students with different proficiency levels?
8. How does extensive listening contribute to language acquisition?
9. How can note-taking techniques improve students' listening comprehension skills?
10. What methods can teachers use to assess students' listening abilities fairly and accurately?

## CONCLUSION

This methodological guide, *Engaging Speaking and Listening Activities for Young Learners*, provides a structured and practical approach to enhancing students' communicative abilities. By incorporating interactive strategies such as role-playing, storytelling, and listening-based exercises, educators can create an engaging classroom environment that promotes fluency, confidence, and active participation. The activities outlined in this guide emphasize real-life communication, making language learning meaningful and enjoyable for young learners. The integration of interactive tasks helps students overcome language barriers, reduce anxiety, and develop essential speaking and listening skills that are crucial for their academic and social development. Moreover, the structured approach presented here ensures that teachers can tailor activities to different proficiency levels, fostering inclusivity and collaboration in the classroom.

Ultimately, by implementing these methodologies, educators can transform language learning into an enjoyable and immersive experience, equipping students with the skills needed to communicate effectively in English.

# RECOMMENDATIONS

## 1. Encourage Active Participation

- Teachers should create a low-stress environment where students feel comfortable expressing themselves.
- Pair and group activities should be incorporated to promote peer interaction and cooperative learning.

## 2. Use a Variety of Teaching Techniques

- Integrating technology, such as podcasts and interactive applications, can make listening activities more engaging.
- Role-playing, songs, and storytelling should be used to reinforce language structures naturally.

## 3. Differentiate Instruction Based on Proficiency Levels

- Teachers should adapt activities to cater to students with different skill levels, ensuring that all learners are challenged appropriately.
- Scaffolding techniques, such as visual aids and sentence starters, can support struggling learners.

## 4. Incorporate Assessment and Feedback

- Formative assessments, such as self-evaluation checklists and peer feedback, should be implemented to monitor progress.
- Constructive feedback should focus on encouragement and gradual improvement rather than error correction alone.

## 5. Promote Real-World Application

- Encouraging students to use English outside the classroom, such as through field trips, guest speakers, or virtual exchanges, can enhance their language acquisition.
- Assigning practical tasks, such as interviewing family members or creating dialogues based on everyday situations, reinforces learning in meaningful ways.

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### **Internet resources**

1. [www.google.com](http://www.google.com)
2. [www. Chatgpt.com](http://www.Chatgpt.com)
3. [www. Yandex.ru](http://www.Yandex.ru)
4. [www.ziyonet.uz](http://www.ziyonet.uz)
5. [www.natlib.uz](http://www.natlib.uz)