

ENHANCING A2 LEARNERS' SPEAKING SKILL THROUGH THE INTEGRATION OF MULTIMODAL AND DIALOGIC TEACHING APPROACHES

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Building speaking proficiency in A2-level students demands creative means that promote interaction and participation. This paper centers on bringing multimodal pedagogic practices together with dialogic pedagogic practices in the development of speaking competency. The research describes how the employment of a combination of various communication modes, i.e., visual, auditory, and kinesthetic aspects, combined with structured dialogue, can enhance language fluency and confidence. Practical application and theoretical considerations show the strength of this mix in language learning. Speaking constitutes a central element of good communication in a target language. Old pedagogy loses out on richer involvement. The multimodal pedagogy applies different communication modes [3;76], whereas dialogic pedagogy focuses on formal and informal talk[1;45]. It could be the situation that they can be combined to develop a comprehensive framework for the enhancement of A2 learners' speaking skills.

Multimodal Method to Teach Speaking Development Multimodal education is the use of various semiotic resources—text, image, gesture, and technology—to teach[4;12]. Images, audio contents, and interactive exercises improve understanding and recall for A2 learners. Multimodal input has been evidenced to positively influence language learning by addressing various learning styles[5;65]. Dialogic Teaching for Speaking Competence

Dialogic teaching involves the student-teacher interaction dialogue that enhances learning and language practice[6;32] . It promotes real communication, which enables the learners to practice planned dialogues that will ultimately become spontaneous conversations. Its effectiveness in second language learning has been corroborated through research by the provision of adequate speaking moments [2;9]. Blending Multimodal and Dialogic Approaches Synergy between multimodal and dialogic approaches offers an engaged classroom. Interactive narratives, role-playing, and digital media can be used to expose students to more sophisticated language. For example, the use of animated dialogues in "Guess What? 5" textbooks enables students to observe and listen to conversational patterns prior to practicing them themselves.

Finally, the combination of multimodal and dialogic teaching modes significantly influences A2 learners' oral competence. The employment of diverse communicative modes coupled with systematic dialogues contributes to developing fluency, confidence, and motivation. Its long-term impact on language acquisition is worth further investigation.

References:

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