

Anastasia DUBINSKA
MD in Philology
Lecturer at the Department of Foreign Languages
Kamianets-Podilskyi National Ivan Ohienko University,
Kamianets-Podilskyi

STRATEGIES FOR MOTIVATING STUDENTS TO SPEAK IN ESL CLASSES

Most of students in ESL classrooms face the problem of being fluent to speak in the English language due to the lack of prior knowledge of the topic in the discussion, the previous learning experience, cultural background, even their interlocutors and mood. In the given article, we aspire to give the ways and solutions for inspiring your students to promote speaking in foreign language class.

The first things to use in an ESL class are warmers, generally short 5-10-minute activities, often in the form of a game introduced at the start of a lesson. Warmers can help to review the language from previous classes or to present new topics, ideas and language items. They can also be freestanding and have little or no connection with what was done before or will be done later in the lesson. Warmers are often active and fun and involve group, pair, or individual work. Warmers are also good to use for the shift from one activity or skill to another, after a break, following a difficult reading passage or whenever students have ‘gone cold’ or fall asleep. Moreover, they can be done as ‘cool down’ activities to revise or summarize the lesson or as controlled speaking activities. Just ask them to describe their morning routine, ask some wh-questions or make them plan a list of musts for a week and you will break the ice and promote further conversation in a class [1, p. 387].

Every language instructor should use "signal prompts" (as I think, I believe, I agree/disagree because ..., According to ...) for stimulating communication. A teacher can ask the students to work into groups of three and to discuss a topic or series of questions on the board. Each student takes a set of signal prompts, which they must use and then throw into a central pile whenever they want to contribute to

the discussion. If a teacher makes identical sets in different colors, it is easy for the students to collect their own group's prompts again at the end of the topic before starting a new topic. Also, a tutor can involve picture prompts for a group composition in class; he/she can divide the students in groups of three or more with one shared notepad and a designated scribe. Using a series of picture prompts (like cut-out pictures from a magazine or downloads from the internet) each student suggests a sentence in turn to create a story and the scribe writes a paragraph. Then, another person becomes the scribe and the story continues. These tasks prevent one student from dominating and encourage the silent ones to contribute to the discussion at some point [3, p.13].

The greatest activity that must stimulate conversation in a foreign language between students is the running dictation activity. A language instructor must choose a part of the text based on the topic of a lesson, divide students into pairs of a runner, who must memorize parts of the text, and a scribe, who writes down what the runner dictates. A teacher can read out a text to the runners or allow them to read it from a particular place. Then, runners will run back to their secretary and dictate what they remember. They will continue running and dictating until they have correctly dictated the entire passage. Then, runners and scribes must check with the teacher to make sure it's correct [3, p.14].

Elvira Carralero, an English teacher in Spain, suggests trying the "talking heads" project to stimulate the students to talk in a foreign language outside the classroom. The task aims to record and listen to students' talks, recorded at home, on the speaking tasks set by the teacher on a particular topic. This type of activity is very demanding as it requires students to think over their pronunciation, grammar, vocabulary and even performance. The result, according to the words of Elvira Carralero, is those students speak English at home, trying to show their best. They can make use of their profound knowledge of English to assess themselves and correct several errors made by them. The teacher can provide feedbacks and assess every single student that in the future, is believed to improve their performance.

Besides, it is a great opportunity for the teacher to check four major language skills in one go or use this type of activity as a final test on the topic [2, p.16].

Teaching conversation is a crucial part of ESL. The main role of the language instructor is to create an amiable classroom atmosphere where meaningful communication occurs. The language instructor must use various conversational techniques such as warmers, small-group discussions, improvisations, running dictation activities and others that can be performed in an English language classroom to develop basic conversational skills and stimulate students to talk in a foreign language.

References:

1. Дубінська А. В. Usage of warmers, time fillers, and coolers in English for specific purposes classes. Педагогічна освіта: теорія і практика: Збірник наукових праць. Кам'янець-Подільський національний університет імені Івана Огієнка; Інститут педагогіки НАПН України [гол. ред. Бахмат Н.В.]. Вип. 31 (2-2021). Київ: Міленіум, 2021.С. 387–397.
2. Carralero E. Keep them talking. English Teaching Professional. Issue 66 (January). Chichester: Pavilion Publishing. 2010. 31p.
3. Doran S. They talk more, you talk less. English Teaching Professional. Issue 64 (September). Chichester: Pavilion Publishing, 2009. 31p.