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TECHNIQUES FOR TEACHING SPEAKING

Key words: communication, speaking, discussion, exercise.

Introduction. In the modern world of scientific and technological progress and general globalization, proficiency in a foreign language, especially English, is a prerequisite for deepening one's knowledge in all spheres of public life. The role of the English language as a means of international communication is high. Good knowledge of English will contribute to success in professional activities. Speaking has always been considered the most demanded type of speech activity. For many students, this is the main skill. Speaking skills, like any other skills, are not self-formed, to create them it is necessary to use special exercises that polish the ability to navigate in natural situations of communication. The aim of this work is to offer the most effective forms and methods of teaching speaking in class.

Methodology. There are numerous communicative exercises, among them – *responsive exercises*: questions - answers, remarks, conversation, dialogue; *situational exercises* – problem situations, imaginary situations, role situations; *compositional* – oral work, report; *reproductive* – description of plots, description of real objects; *technical* – multiple repetition; *discussion*: debates, reporting, commenting. There are different types of dialogue:

- etiquette dialogue (to greet and respond to greetings; to introduce oneself, to introduce others; to say goodbye; to express wishes and respond to them);
- dialogue – questioning - interview (purposefully request information unilaterally, asking questions: Who? Where? When? etc.; exchange of questions and messages;
- dialogue – motivation to act (ask, express readiness or refusal to perform it; give advice and accept it or do not accept it; make assumptions and agree or disagree; encourage to action and agree / disagree to participate;
- dialogue – exchange of opinions, messages (listen to the message or opinion of the interlocutor and agree or disagree with it, express their point of view, justify it to convince the interlocutor; express doubts, uncertainty, approval or disapproval (Chernysh, 2012, p. 19).

A good way to develop dialogic speech is the game “Don’t say ‘yes’ and ‘no’”, which involves training in general issues and language clichés. This game can be used when studying any topic. So, working out vocabulary on the topic, one student asks the others, where you can not answer ‘Yes’ and ‘No’. Instead, you need to use language stamps that make the language emotionally colored, e.g. *Student 1*: Do you

like your studies? *Student 2: I think so. Student 3: Are you a good student? Student 4: I am not sure of it. Student 5: Is English your favourite subject? Student 6: Why not? Student 7: Are you good at Maths? Student 8: I believe so.*

Another exercise is to ask when the last time your partner did the following and then ask a follow up question of your choice e.g. *When was the last time you . . . went swimming, cried at a movie, took a trip, got angry, saw a horror flick...* and so on. Or *What are your plans for your holiday?* The answer can be *'I am going to...* (for intention), or *'I am staying with my parents...'* (for fixed arrangements), or *'I might go...* (to express uncertainty).

Another exercise is '*sentence – extender game*'. The task is to make a sentence longer e.g. *Acid rain is destroying forests*. Other students are supposed to add some words to make the sentence longer. For example, *Acid rain is destroying the tropical forests of the Amazon, etc*. One more game '*word-building game*'. The task is to add prefixes and suffices to the root to make as many one-root words as possible and make up sentences with them. For example, the root – *ject*, (*inject, object, subject, reject*) or *beauty – beautify, beautifully, beautician, etc*. Another exercise is completing questions and answers where students have to complete the given questions and sentences. *Mind maps* help organize speaking activity in class. For instance, the teacher gives a question and tips to give an extended answer.

Situation exercises contribute to the development of speaking skills. The situation is created in such a way that it encourages speaking. Among them there are problem situations, imaginary situations and role situations where the situation is given by the teacher and the students separate into groups have to choose the roles and play the game. One effective exercise especially when learning Conditionals is *running sentences*. Student 1 starts a story saying one sentence, another student takes the end of the sentence and then continues it, e.g. *If I had a million dollars I would be happy*. And then another student *...if I were happy I would live in a big mansion*. The third student: *If I lived in a big mansion I would have a butler* and so on (University of Nevada Library, 2019).

Another good activity is '*snowball*'; when the teacher asks the students a question, e.g. *What can you say about tea?* The learners have to answer adding sentence by sentence to get a report on the given topic. The Student 1 starts the report, Student 2 repeats the first sentence and adds his or her own sentence, and Student 3 repeats the previous sentences and adds his or her own sentence.

Conversation games can be used to defuse the situation. For example, *Two Truths One Lie* (students make up three sentences about themselves where two of them should be true and one is a lie. When the students read their sentences the other group mates ask them questions trying to guess which statement is a lie.

Game – debates is very useful speaking activity when learners are given controversial topics to discuss and useful vocabulary is given by the teacher to enrich their communication, e.g. phrases of agreement and disagreement.

Describing pictures or photos is a productive speaking activity. The learners are given some pictures or photos to describe them and compare with other pictures. After group discussion a representative of the small group can describe the photo for the whole class. *Finding the Difference*. In this activity learners can work in small

groups or pairs where each group is given two different pictures, for example a picture of a girl sitting in the café and another picture of the people hiking. Students in pairs discuss the similarities and differences in the pictures how the people depicted on the pictures spend their free time. Students also can have interviews on different topics, e.g. *job interview*. The teacher should provide the students with the questions and useful vocabulary. *Information gap activity*. One student will have the information that another partner does not have and the partners will share the information. Maps of the cities and other places can be used in this activity.

Results and discussion. All these speaking activities develop critical thinking and quick decision making, and students learn how to express themselves and how to be confident debating in a polite way while disagreeing with the other students. It is better not to form big groups, because quiet students can avoid taking part in large groups. Learners should always be encouraged to ask questions, paraphrase ideas and express their ideas.

Role-playing is one more way of getting learners to speak out. Students pretend they are in various social situations and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they can say and do. The teacher is reviewing common phrases or exchanges. Students can gain confidence in using English when they practice in realistic settings.

The task of the teacher is to maximize students' talking time, to provide maximum opportunity to students to speak and try to involve each student in every speaking activity. The teacher should step back and observe students trying not to correct students' mistakes very often while they are speaking. Correcting mistakes should not distract students from their speaking. The teacher should stimulate and encourage students to speak as much as possible and see whether they need teacher's help while they work in small groups. It is better to provide vocabulary beforehand that students need in speaking activities. The teacher should diagnose problems faced by students who have difficulty in expressing themselves and provide more opportunities to practice the spoken language.

Conclusion. One of the main tasks of the teacher is to form in students such communication skills as understanding and creating foreign language statements in accordance with a specific communication situation, speech task and communicative intention. Speaking tasks are for them a "rehearsal", an opportunity to practice life conversational situations in class. Doing these tasks, students try to use all or some of the language tools they have learned. Finally, the more students have the opportunity to activate various elements of the language they have accumulated during their studies, the more likely they are to learn to use these elements automatically. This means that they will be able to easily use these phrases used in class, in life situations.

Literature:

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