https://www.modscires.pro/index.php/msr/article/view/msr11-04-057
DOI: 10.30889/2523-4692.2020-11-04-057

УДК 811

CLASS ACTIVITIES TO DEVELOP STUDENTS' SPEAKING CONFIDENCE

ВИДЫ ДЕЯТЕЛЬНОСТИ, КОТОРЫЕ РАЗВИВАЮТ У СТУДЕНТОВ РЕЧЕВУЮ УВЕРЕННОСТЬ ВО ВРЕМЯ УРОКА

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Abstract. *The purpose of this article is to investigate the improvement of students' achievement of speaking and the relationship between self-confidence and the student's achievement in speaking. Find out and show how different activities at the lesson can encourage students to start speaking. What difficulties can students bump into doing these activities and how to avoid them.*

Key words: *self-confidence, speaking skills, activities, dialogue technique.*

Introduction

Self-confidence is extremely important in language learning. Students can develop it with a help of such productive activity like speaking. Speaking is the most frequently used by human being as daily means of communicating to share opinions and ideas with other persons. It is two way process between speaker and listener and involves productive and receptive skills of understanding.

Most students are motivated to improve their speaking because they are aware of the advantages of being able to speak English well, but lack the confidence to speak freely in English.

Writing this article we try to solve this problem. The importance of developing speaking confidence relies on two aspects. First, our personality, our self-image, our knowledge of the world, and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Second, the linkage between students' classroom participation and their academic achievement is obvious.

How much preparation we need to do before class depends on the kind of discussion taking place, and the needs of the students. An unplugged approach, which lets students direct the lesson content, might suit a more confident group of learners. Some learners prefer a more structured discussion, in which case we may need to work out a plan for who will be talking, for how long, etc. By structuring the discussion and rotating roles, all students get to speak. This can help prevent some students dominating the discussion and others getting left out.

Studies have shown that when students participate actively in class, their academic achievement seems to be higher than that of those who are passive in class. Krupa-Kwiatkowski summarized in her study that "interaction involves participation, personal engagement, and the taking of initiative in some way, activities that in turn are hypothesized to trigger cognitive processes conducive to language learning". The importance of the ability or perception of ability to speak should not therefore be underestimated by either teacher or student.

What teacher should pay attention on choosing activities which can develop self –confidence of students? One of the activities **is choosing topics** to stimulate your students to speak in English. In this case, a teacher wants to get his students speaking as much English as possible. He does this by adapting the textbook topic to make it more relevant to his students' lives. According to the chosen topic teacher can suggest to watch a video , for example , and discuss it using different exercises which stimulate students to speak.

Exercise 1: Silent viewing.

- Watch the video and answer the questions.
- Watch the second time and your answers.

Exercise 2: Watch the video and choose the key moments.

Video based activities are the stepping stones to communicative activities at the lesson.

Activity 2: Helping your students to tell a story. Listening to and telling stories can be interesting for students of all ages and language levels. At first, a teacher should choose a story will be interesting for students and appropriate to their level of English.

- Events from a story or passage that they have read in class. For example, they imagine that they are a character from the story and describe what happened.
- A local news story that has captured the interest of your class.
- A story from a film or a television 'soap' drama.
- An event from personal experience (for example, a time when you were frightened or very happy, or a day at a fair, wedding or picnic). Before the class, teacher can find some pictures that relate to the story. It helps student to retell a story easily and in more confident way.

Comparing pictures is a great activity and it can generate a lot of discussion and emergent language. Reason pictures work so well for this activity is that they provide a visual cue for the questions.

Fluency activities are ideal for building confidence and encouraging students to speak more in class.

One of the major speaking activity type is **the role play**, which is particularly suitable for practicing the socio cultural variations in speech acts, such as complimenting, complaining… Depending on the level of the students, role plays can be performed from prepared scripts, created from a set of prompts and expressions or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations prior to the role plays themselves.

The **Ladder Game** activity. Students answer questions to climb the rungs of a ladder, but the time limit increases with each rung. This kind of activity encourages students to beat their personal best. Gradually, students learn to talk for longer and longer.

Self-directed dialogue is technique that can help the students improve their speaking ability. This is a good formation because a small group will give the students opportunity to use their own sentences in making the dialogue. Dialogue would make the students practice and use the language according to the language function and situation.

Multiple frequent reading of such sentences in English will gradually ensure for memorization of English vocabulary and contribute to developing good speaking skills.

Another common activity in the oral skills class is the prepared speech. Topics for speeches can be different. And every student in class can prepare the speech, 1-2 minutes, on interesting topic for him. Speeches can be considered frightening for the speaker and, after a while, boring for the listeners, so it is a good idea to assign the listeners some responsibilities during the speeches.

Generally, one or two students can be assigned beforehand the responsibility for evaluating a certain speech, using guidelines created by the teacher or by the learners themselves.

At the speech´s conclusion, the evaluators can be asked to summarize its content, note strengths or weaknesses or relate the speech topic to a personal experience.

Above-mentioned speaking activities can be used in EFL classes for promoting students' self-confidence.

Conclusions

Making **conclusion** it is important to say that speaking is usually the most problematic skill to teach because, apart from its difficulty, teachers do not have much time to concentrate on this skill.

Speaking skills can be very different depending on the methodology followed by each teacher but what it is really important is to develop during the English lessons to get students learn the second language entirely.

Due to this, some suggestions have been offered, which can be put into practice during the lesson in order to motivate students to participate in class and to do interaction activities to develop their speaking skills.

These activities allow students to feel more comfortable and sure when they have to hold a conversation in English and they make the skills more effective in order to get a perfect acquisition of the second language, covering all the skills: listening, speaking, reading and writing.

It is better if the teachers let the students to explore their mind as much as they can when they are discussing, so that they will be interested in the lesson and their ability can be developed maximally when they are asked to explore their mind. The use of the video also helps the students easily to understand the materials, but the teacher must be careful in choosing the content of the video and other activities for developing speaking skills.

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Аннотация. *Целью написания данной статьи является важность развития и использования навыков разговорной речи в классе, как один из необходимых аспектов при изучении иностранного языка, а также дать краткое описание упражнений, которые способствуют развитию уверенности говорящего. Многолетний опыт работы показывает ,что эти навыки являются очень важной частью в отношении приобретения английского языка. В статье подробно описано с помощью каких видов активности учитель может стимулировать учащегося к разговорной речи и как преодолеть барьер, который говорящий боится преодолеть в устной речи. Показать взаимосвязь между уверенностью в себе и достижениями учащихся в устной речи , что этому способствует.*

Ключевые слова: *уверенность в себе, разговорные навыки, занятия, техника общения.*

Статья отправлена: 20.03.2020 г.

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