

DOI <https://doi.org/10.30525/978-9934-26-348-4-57>

STRATEGIES FOR IMPROVING SPEAKING SKILLS

СТРАТЕГІЇ ВДОСКОНАЛЕННЯ НАВИЧОК УСНОГО МОВЛЕННЯ

Mudrenko H. A. **Мудренко Г. А.**

*Lecturer at the Department of the English
Language for Non-Philological Specialties
Oles Honchar Dnipro National University
Dnipro, Ukraine*

*викладач кафедри англійської мови для
нефілологічних спеціальностей
Дніпровський національний університет
імені Олесь Гончара
м. Дніпро, Україна*

Speaking is one of the crucial elements of communication. Many language learners regard speaking ability as the measure of knowing a foreign language. These learners define fluency as the ability to converse with others, much more than the ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

In ESP teaching it is an aspect that needs special attention and instruction. Due to minimal exposure to the target language and contact with native speakers, it might be difficult for learners to speak the target language appropriately. In order to provide effective instruction, it is necessary for teachers to examine carefully the factors, conditions and components that underlie speaking effectiveness [2; 12].

Language learners need to recognize that speaking involves three areas of knowledge:

- 1) Mechanics (pronunciation, grammar and vocabulary): using the right words in the right order with the correct pronunciation;
- 2) Functions (translation and interaction): knowing when clarity of message is essential (transaction/interaction exchange) and when precise understanding is not required (interaction/relationship building);
- 3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason [3; 82].

In the communicative model of language teaching, teachers help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically

connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To arouse in the learners a willingness and reason to speak, they should be provided with extensive exposure to authentic language through audio and visual stimuli as well as opportunities to use the language.

Language input for oral activities can be derived from the variety of sources. Reading materials accompanied with comprehension questions lead to creative production in speech. Being carefully selected and prepared, sequences of pictures, graphs, diagrams, etc. provide learners with opportunities for meaningful communicative behavior.

To help students develop communication efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content-oriented or form-oriented.

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectation for rate of speech, pause length, turn-taking and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instruction combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of options require them to use specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

By employing the right strategies, the process of learning the language will improve significantly. Appropriate language learning strategies result in improved, faster language proficiency. Language learning strategies play an important role in the process of learning language [1; 157]. In brief, learning language strategies can be seen as special ways of processing information that are used by learners to improve comprehension, learning, or retention of the information. Learning strategies are used by learners to help them understand new information better and to help them solve language problems. Learners have to recognize the power of consciously using language learning strategies in order to make learning quicker, easier, more effective, more efficient, and more fun.

Bibliography:

1. Brown, H. D. Teaching by principles: An interactive approach to language pedagogy (3rd ed.). New York: Longman, 2007. 347 p.
2. Kostritskaya S. I. Developing ESP students' speaking abilities. *Інноваційні технології у теорії та практиці викладання іноземних мов*. Дніпропетровськ, 2004. P. 12–13.

3. Kumaran S. Benefits and shortcomings of role-play as a speaking activity in English-language classrooms. *The English teacher*. Vol.39, 2017. P. 72–93

DOI <https://doi.org/10.30525/978-9934-26-348-4-58>

PROBLEMS OF TEACHING ITALIAN FOR SPECIFIC PURPOSES IN MUSIC COLLEGES OF UKRAINE

ПРОБЛЕМИ ВИКЛАДАННЯ ІТАЛІЙСЬКОЇ МОВИ ДЛЯ СПЕЦІАЛЬНИХ ПОТРЕБ У МУЗИЧНИХ КОЛЕДЖАХ УКРАЇНИ

Ovsiannikova L. Ye.

*Teacher of the Highest Category,
Methodologist of Subject Cycle Committee
“General education disciplines”
Communal Institution
“Kharkiv Professional Music College
B. M. Lyatoshynsky” of Kharkiv Regional
Council
Kharkiv, Ukraine*

Овсяннікова Л. Є.

*викладач вищої категорії, методист
ПЦК “Загальноосвітні дисципліни”
КЗ “Харківський музичний фаховий
коледж імені Б. М. Лятошинського”
Харківської обласної ради
м. Харків, Україна*

Nowadays the Italian language is not as widespread as English, German, French or Spanish in the educational establishments of Ukraine. But it is one of the subjects still taught in the music colleges for vocalists and singers, as they perform Italian operas and songs. Also Italian terminology is used in the music notation and students should learn how to read sheet music. As for the textbooks, it should be mentioned that it is possible to find the textbooks with general topics and they correspond to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment [1]. It is possible to use at the lessons both textbooks by Ukrainian authors and authentic Italian courses. The only problem is that authentic coursebooks do not provide any materials for Ukraine or for musicians. Dudley Evans and St. John state, “The only practical way in which we can understand the notion of special language is a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation” [5, p. 4]. So glossaries, vocabularies have been created and the educational materials have been organised according to the college educational programme and curriculum. There are no