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Top 3 Tips to Motivate Students in the EFL Classroom

This paper deals with the problem how to motivate students to speak English in the classroom. We refer to motivating technical students who learn English as a foreign language. We focus on different tasks associated with teaching speaking in the EFL classroom that help undergraduates develop their speaking skills in an effective way.

Keywords: motivation; individual tasks; emotional engagement; fluency; technology; flipped classroom; class debates.

Motivating technical students seems to be challenging. Here are some tips that can increase engagement and curiosity to the learning process. English learning should be personal. It's necessary to connect language to a student's life; otherwise, a learner will be unwilling to speak English.

Motivation has been referred to as «the feeling of wanting to do something, especially something that involves hard work and effort» [2].

We'll focus on some tips to increase students' motivation. The first one is to listen to current topics, lectures, music, movies as native speakers do. Another option is to talk about feelings to involve students in a real-life conversation, e.g. What makes you happy? When was the last time you got angry? By using individual tasks students will be motivated as the teacher is interested in their personal lives. All emotional content, having personal importance for the learner is stored much better in memory than the content which is neutral.

The second tip to increase motivation is to integrate games and technologies into the ESL classroom. Games encourage emotional engagement and offer benefits to students. Marina Dodigovic wrote “games and fun activities in the service of vocabulary learning have been found to stimulate both learning and motivation» [1].

One game that inspires technical students to use Past Simple Tense correctly is «The Paper Ball Activity». Students give their sentences and repeat the previous ones. The examples are the following:

- 1) I ate a banana yesterday.
- 2) I ate a banana and bought an apple yesterday.
- 3) I ate a banana, bought an apple and....

All students in a group are engaged in this activity. An interesting task and interaction motivate students to speak correctly.

There are also different activities that encourage spontaneous reactions in English and develop fluency, e.g. one student should convince his/her partner to do something, but he/she refuses and gives a reason why not. It's the best simulation of real life in an English classroom.

Dictogloss is another engaging activity where students listen to a text and then reconstruct it. It is a multiple skills activity allowing students to practice listening, writing and speaking (when they are comparing in groups). Learners can work intensively on the key features of spoken discourse, e.g. contractions, intonation, fillers, such as *you know*, *the thing is*, as well as words *this*, *that*, *here* which are a context-dependent feature of talk.

Some other tasks can be used both for online and offline classes. They are the following:

- a) Find something connected with sport, music, work, shopping;
- b) Talk about it/ ask about it
- c) «Treasure Hunt»: find something old, round, brand new, connected with...
- d) Prepositions of place: tell us what is on, under, next to...
- e) Describe what is outside your window: other students draw, then compare with the photo.
- f) Go for a walk. Tell us three things you saw happening/ that you heard.

The third tip to motivate students is to use technologies in the learning process. Technology can help include effective games and activities, but it can't be a central motivation. Some students are motivated to learn English as they want to use technology in a specific digital environment. Other ESL learners, who are limited in geography, are eager to join a digital English class instead of a face-to-face English class. An example of successful implementation of digital technologies is the «Flipped Classroom» that implies learning new content outside the classroom, via video presentations, and then doing practice in the class. This makes it easier for the teacher to give more personalised help during the practice stage.

Video helps students engage with the material on a deeper level. Students get more information, understand concepts more rapidly, and are more enthusiastic about what they learn. Video that is relevant to the lesson is motivational and provides a good platform to start a discussion in the classroom.

In an activity «Dubbing a video» students try to synchronise their words as much as possible to the face on the screen. Dubbing a video makes students focus on the rhythm of the person's voice and how important word stress is in English. While watching and dubbing video students are engaged in problem-solving, investigating activities, practicing media literacy and critical-viewing skills.

Promoting class debate is another activity that helps develop speaking skills. Learners are divided into pairs and one student starts an argument, the other has to take the opposite view. After students have rehearsed their arguments in pairs, they open a whole-class debate. Then the teacher asks the learners to vote at the end of the debate to see which side of the argument won the debate. The key phrases for agreeing and disagreeing should be written on the board for students to refer to during the speaking activity.

Students should be aware of the importance of collocations for learning English. They need to start with combinations of words and many different types of collocations, such as:

- Verb+adverb (*live dangerously*)
- Adverb + verb (*deeply disappointed*)
- Adverb + adjective (*widely available*)
- Adjective + noun (*hot news*)
- Noun+noun (*pocket money*)
- Verb +adjective + noun (*to hold strong views*)

We need to teach collocations from the first class.

At elementary level the aim is to learn as many words and word combinations as possible and it's necessary for students to learn such verbs as *have, make, do, get, take*. These verbs may have their own meanings; but they can also be used in combinations with other words as collocations.

At intermediate level learners need to develop their collocational competence with words they have already learnt.

The examples can be the following: *plan a family, have a problem, share interests, a lovely age for (a child), my best friend, have the same sense of humour, grow up suddenly, grow away from (your family), an endless stream of (people), in front of (my) friends*.

There is no grammatical reason for collocations so there are no rules for students to learn. Learners must be sure they write down collocations and learn them whenever they can.

To motivate technical students it's necessary to appeal to their interests, incorporate fun activities and technologies, and include engaging language learning activities.

Литература

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Роль самоконтроля в процессе формирования иностранной компетенции

В данной статье рассматривается понятие «самоконтроль». Автором статьи предлагается интерпретация самоконтроля с позиции когнитивных механизмов, которые обеспечивают процесс осознания обучающимся ошибки при создании речевого продукта. Особое внимание уделяется уровням структуры самоконтроля.

Ключевые слова: самоконтроль, стратегии; уровни структуры самоконтроля; метакогнитивные стратегии; этапы метакогнитивных стратегий.

Интерпретация феномена компетенции с позиции современных педагогических наук тесно связана с определением их содержания и выявлением особенностей условий их формирования. Инвариантными структурными компонентами любой компетенции являются знания, навыки, умения. К числу важных личностных качеств, как отдельного компонента компетенции относится опыт, который обучающиеся приобретают в процессе учебной деятельности.

Любая деятельность характеризуется фазами ее реализации. Фаза контроля является завершающей. Контроль может осуществляться как извне, так и изнутри. Внешний контроль организует преподаватель, а внутренний контроль – это способность обучающегося, его личное качество. Однако эту способность необходимо развивать специально.

Важность целенаправленной работы по развитию самоконтроля обусловлена многими факторами, отметим некоторые из них. Во-первых, са-