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HOW TO KEEP THE STUDENTS MOTIVATED WHEN TEACHING FOREIGN LANGUAGES

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У статті розглядається питання використання інноваційних технологій для вивчення іноземних мов, які допомагають оновленню процесу навчання.

В статье рассматриваются вопросы использования инновационных технологий при изучении иностранных языков, которые помогают усовершенствовать процесс обучения.

Ключові слова: інновація, мотивація, креативність, навички та вміння, співпраця.

Problem formulation. Nowadays the problem is that teachers need ideas on how to make lessons more active. Many students find it difficult to use the English language to communicate in class, especially when there is no expensive equipment and other facilities. Interactive activities are very useful in this respect because they are designed for ordinary teachers in ordinary classrooms. These techniques presuppose interaction of students and teachers with their material, language and with one another during active and productive work in class.

The future of education is in new modern technologies that will help teachers to make their lessons more productive, informative, beneficial and exciting. The old idea that teaching means standing up and talking while students take notes is now not typical and is in need of changing if we want our students to be interested in our subject.

The word *innovation* means a new idea, method or invention and is connected with providing something new that can motivate and encourage our students. Innovative technologies include a great variety of activities and tasks, starting from role play, debates and integrated lessons till using video in the classroom and computer lessons.

Analysis of recent achievements and publications. During the last decade a significant increase can be noticed in the articles of teachers and experts in implementing innovative technologies in the classes at different levels (in the works of Byrne D., Shoemaker C. L., Livingstone C., Maley D., Duff A., Leech G., Candlin C., T. Mihaylenko, O. Leontiev and others).

The aim of the article is to determine the content and usage of the innovative technologies of teaching foreign languages.

Most of the activities suggested below can be adapted and used for almost any class of General English or English for Specific Purposes, for any topic, by any teacher. They may also be helpful to teachers because they don't take time or resources for the preparation. These activities can be done in different regimes: working with students individually (T S or S T); getting the students to work with one another (S T); doing team work.

Many teachers will find that a particular class might drag. For them, this could sometimes be a once-off thing and generally they get on well with a particular group

of people. But everyone, now and then, will come across a group of students who appear bored by everything.

There could be a number of reasons for this. When teaching in a large company, it could be that the people there are only doing it to get out of work. Having a language trainer in is a great excuse for many people to skive off for a bit. Children might be taking classes because their parents are making them: this is usually the case. Therefore, one needs to keep the students interested and engaged at all times. Allowing them to become bored will cause their minds to wander. Not paying attention will mean that they will absorb very little information. Here are several pieces of advice which a teacher can use in order to keep a class's attention. Try these ideas to keep your class interesting.

Role Play

Putting two people into a situation where they have to act out specific roles can be a very effective method of language learning. A lot of people quite enjoy this, too. There are many benefits. The student isn't simply sitting there and passively taking notes: they are actively involved in the class and what is going on. They need to think creatively, and this will stimulate the mind in a specific way. Using the language they already know, the students will be able to come up with new words and phrases. It is important to start the class off, perhaps, on a warmer exercise by giving them a set dialogue. After this, however, one is completely free to allow the students to follow their own dialogue and see where it ends up. See our collection of role play ideas here.

Games

Games are definitely a great way to keep people engaged. Both children and adults enjoy them, but these are especially important for children. Turning class time into play time, and helping them to speak English is definitely a good idea. Teachers of younger learners will discover that the kids will pick up the language a lot quicker. Bingo is often a good idea for teaching beginners, particularly if one is teaching numbers. People can get very competitive, and it is important to make sure that even if arguments arise they must speak in English. This way, the class's attention will be held.

Writing Exercises

Allow your students' creativity to flow. Writing doesn't have to be a boring exercise. Perhaps give them a topic and, in groups, let your students think up all kinds of situations for particular characters. This way they will be able to come up with their own unique story. Tell them to write out a plan, a draft and then write the story in full. Beforehand, however, have a brainstorming session to which everyone can contribute. Another great idea is to have a brainstorming session about two characters, and write half of the story up on the board with help from the students. Afterwards, pair them off or get them into groups and ask them to finish the rest of the story off. People will be interested in finding out what is going to happen next, and their attention will be fixed on the readers.

Chinese Whispers

This little activity is usually a schoolyard game but it can be a very interesting exercise in terms of language. Students might find it amusing with the kind of words and sentences that one comes up with in the end. In order to play this game, seat the

students in a circle if at all possible. Start from one end, and think up a sentence but do not tell the rest of the class. Whisper it to the first student in the line, and have them whisper it to the person next to them. Usually the end result is completely different from the one which they began with.

Sudden Death

This is a very simple game which language teachers everywhere use in order to test vocabulary. It will keep the students on edge. Give them a list of vocabulary to memorize within a few minutes. This will give them something to focus on and, once time is up, have everybody stand up. At random, ask students to describe a particular word. If they get it right, they remain standing. If not, then they have to sit down. Other names for this also include “bowling” or “knock out” [1].

These are of course, only a few ideas. It won't be difficult for the skilled teacher to come up with more interesting ways of keeping a class's attention. Classes need to be interesting in order to allow the students to keep thinking. There is no use in them just sitting there, taking notes and learning passively. Language learning is an active and creative process. It needs to be taken advantage of as much as possible.

Allowing your students creative freedom in their learning is essential. Learning off set phrases is useful up until a point. After that, they need to be able to understand why a particular word is said in a particular way, and how they can manipulate it to suit the current situations.

Try as you might, careful as you are with your planning, sometimes what you plan to cover in class does not work with the clock.

When you are ready for the bell but the bell is not quite ready for you, try one of the following time fillers to keep your class busy until it is time to dismiss.

Twenty Questions

Do you remember car trips as a child playing twenty questions in the back seat? You think of a person or object and your siblings have twenty opportunities to ask yes/no questions to determine what object you are thinking of. This is an easy and short activity for you to do with your ESL class when you have a few minutes to spare. The first time you play, your students will need specific direction as to the types of questions to ask. You should help them understand how to ask strategic questions to identify the object. The more practice you give your students with this activity, the better they will get at it, and before long they will be begging you to play.

Pictionary

No matter what you are currently studying in class, you most likely have a list of vocabulary your students need to learn. When that is the case, a few minutes at the end of class is a great opportunity for either of these two vocabulary revision activities. Have your current vocabulary list written on index cards that you can use at a moment's notice. Then, when you have a few minutes, have one student come up to the board and select one of the vocabulary words. Set a timer for between one and three minutes, depending on how difficult you want to make the activity, and allow him to draw pictures to try to get the class to guess the word. His classmates can call out their guesses while he draws. He is not allowed to use any letters, numbers or symbols as he draws. If his classmates correctly guess the word, you can

either give another person a turn or have him select a second word. As you study more vocabulary throughout the year, add those words to your collection. By the end of the year, you will have all your vocabulary words collected ready for a review.

Charades

The second vocabulary revision activity is similar. You can play a few rounds of charades with your students in a similar manner to the Pictionary activity. Use the same vocabulary cards, but this time have your student or students act out the vocabulary word rather than draw it. Either you can have one person act out the word for the entire class or have two people act out the word for one half of the class. As is traditional with charades, the actor cannot say anything. The first group to guess the word wins a point. If you like, keep a running score for the two teams for a month at a time and then award prizes at the end of the month. Then you can switch up your teams and seating arrangement for the next month's competition.

Write a Communal story

With a few extra minutes, you can also have your class work together to write a communal story. Start with one sentence on the board. Have your students take turns coming up to the board and adding one sentence to the story. Each person will be able to use his or her creativity to further the story, and the whole class can make sure the grammar is correct with each addition. The more often you do this, the more creative your students will become in their additions. It will be fun for your class to see just how crazy they can get and still keep a logical plot.

Why/Because

This silly little game has the potential for some laughs with your students. Give each person two index cards or two small scraps of paper. On one card, each person should write a question that begins with the word 'why'. Then on the second piece of paper, each person should answer his or her question starting with the word 'because'. Then collect all the why's in one pile and all the because's in another. Mix up each pile and then read one why card with one because card. The combinations can be very funny, and then after reading all the random match ups you can have your students match the correct answers with the correct questions.

Would You Rather

This activity is a good one for getting to know your students better. Keep a list of questions for your students starting with "Would you rather..." For example, you may ask, "Would you rather be a leader or a follower? Would you rather eat ice cream or cake? Would you rather have a cat or a dog?" You can be straightforward with your questions or be creative and out of the box. Ask your class a question and have your students move to one side of the room if they answer one way, the other side of the room if they answer the other way. Then ask random students on each side to explain why they chose the answer that they did. You can do as many or as few questions as you have time for. You may learn some interesting facts about your students and their preferences with this activity.

White Board Slam

This activity will increase your students' vocabulary as well as fill time at the end of class. Start by writing a word on the board that contains four letters. You can start with anything. Then, challenge your students to come up and change only one letter of the word to make a new word. If someone has an answer, have him come up

and make the change. Then have another student come up and change the word again. See how many different combinations your students can come up with by changing one letter at a time with no word repeats. Also, give them the opportunity to ask for a definition of any of the words that they may not know throughout the activity.

Open Question Session

Sometimes just a simple opportunity to ask questions can benefit your class. If you have a few minutes, open the floor for your students to ask you questions. They can be about material you have covered in class, situations they have encountered that may be unfamiliar culturally, new vocabulary words, or any of many other possibilities. Likely, the question that one student asks will lead to another from a second student. Everyone will benefit from hearing the answers, and some students may even be able to answer questions of their fellow students. If so, let them share from their knowledge and experience. If no one has the answer but you, share it with your class and be glad that the question opened the chance to share.

Read Aloud Comprehension

If you have a newspaper or magazine with short articles handy, you can also use this to fill a few minutes in your class. Read aloud a short passage and ask your students to relate back what they heard or answer comprehension questions. You can never give your students too many opportunities to practice their listening skills, so the next time you have a few minutes, read a paragraph or two from the paper and ask your student what the article is about, what they know about the situation from what they heard, what they think the rest of the article is about, and what else they would like to know from the rest of the article [3, 2].

Having some unplanned time at the end of class is not necessarily a bad thing for your students. Make the most of the minutes by using one of these engaging and entertaining time filling techniques. You will be surprised at how quickly the time passes.

Try these fun ESL Vocabulary Review Games and Activities

Charades

Charades is a fun and lively game for your ESL class to play when reviewing vocabulary. Your students will be energized and enthusiastic when their acting skills are put to the test for their classmates. It is easy to have a charade vocabulary review ready for your class at almost any time and on a moment's notice with minimal advance preparation. The easiest way to be ready at any time is to keep a collection of vocabulary cards for the words your class has studied. When you are ready to play, divide your class into two teams. Individuals will take turns acting out one of the words from the cards that you have prepared. They will choose this card randomly on their turns and will have 2 minutes to get their team to guess the word without using books or notes. The actor cannot use any sounds but must communicate only through actions. The rest of the team should shout out any answers that come to mind. If the team is able to guess the word within the designated time, they score a point. If after two minutes the team has not guessed the word correctly, the other team gets one chance to guess the word. If they are correct, they score a point and then continue with their turn. Continue playing until you run

out of time or you run out of words. The team with the higher score at the end of the game wins.

Pictionary

Pictionary is a similar and just as entertaining game to play for vocabulary review. The rules are similar to those of charades except that instead of acting out the word, the clue giver is permitted only to draw on the white board in front of the class. He cannot use any symbols, numbers or letters in his drawing. Again, give each person two minutes to try to get his team to guess the word. If he is unsuccessful, give the other team a chance to guess. Score the game the same way that you would score charades and announce the winning team at the end of the game.

Claymation

How creative are your students? How daring are they? If you think they would have fun with this activity, modify the same general idea that you used in charades and Pictionary with clay or play dough. Again, the rules are generally the same but in this version your students will not be acting or drawing. They will be molding clay to communicate the target word to their teams. Follow the same general rules, but this time you may want to give each person three to five minutes before turning it over to the opposite team for their guess. Scoring is done the same.

All of the Above

If you want to energize your students even further, add a little element of chance to the festivities. Using a six-sided die, have your students roll to see whether they will give a charade, draw a picture or form their clues out of clay. For rolls of one or four, the student will give a charade. For rolls of two or five the student will draw his clues. For rolls of three or six, your students will use clay to give their clues. In all cases, no letters, symbols or numbers are allowed when giving clues. The element of surprise will make the review even more exciting and entertaining for everyone.

Bingo

Bingo can be another good game for vocabulary review though perhaps not as lively. Give your students a blank bingo boards and ask them to put the review words into the squares randomly. You should have some strategy for choosing the words to call and then which your students will mark on the cards. You may want to choose words randomly from a list. You may, instead, write the words on cards and choose them randomly from the deck or simply put small slips of paper into a hat to draw randomly. Whatever method you think will work best for you, once you have chosen the word do not read it. Instead, give the definition of the word to your class. Each person must then determine if he has the word that corresponds to the definition on his bingo board. When anyone gets five squares in a row, he should shout, "Bingo!" Warn your students not to clear their boards until you have checked the winner's words to make sure they did not have an incorrect answer. Give the winner of each round a prize or allow him to call the words for the next round though you may need to supply the definitions.

Memory

A memory style card game can be another effective way for reviewing vocabulary, but you or your class will need to do some advanced preparation before

you play. You will need a set of cards for the vocabulary you want to review. For each word, one card should have the target vocabulary word and another card should have the definition of the word. The players should then shuffle the deck and lay all the cards in a grid pattern face down on a large playing surface. Each person turns over two cards each turn trying to find a match. If the cards do not match, he turns them over again and the next person takes a turn. If they do match, he keeps the cards and gets an additional turn. The player with the highest number of cards at the end of the game wins.

You can modify this game to practice matching words with their synonyms or their antonyms, too. For each, instead of using the definition card to match the vocabulary card, use a card with either a synonym or an antonym printed on it. Play continues the same as above. Just be sure you keep the sets of cards separated so you are ready to play at any time [4].

These games are both fun and educational and are never boring. The next time you have vocabulary to review, change things up with a game and help your students see that fun can be effective learning.

Conclusion. Naturally, this will cause a big change in what happens in the schools now. Teachers don't want students to stay at home, take courses on computers, and never have real, live contact with other people. They need to learn how to communicate with each other, how to deal with real life problems and how to grow as personalities. Teachers will become leaders, advisors, facilitators – always be ready to help their students build interpersonal skills while they pursue their academic subjects. Teachers will provide students with skills they need to know while living in a society, dealing with issues like team work, handling stress, getting people to like you, and other subjects critical to teenagers.

So teachers should from their peers and experts, attending different workshops and seminars, how to implement and use these innovative technologies.

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