

**INTERACTIVE METHODS OF IMPROVING SPEAKING IN ESP
CLASSES FOR MILITARY**

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Almost all non –native English speakers want to speak fluently and accurately in English. Speaking is productive skill which is difficult to master not only for ESP classes in military, but also teaching English as a foreign language. So most instructors came to this conclusion that developing Speaking skills in ESP classes is the most essential and crucial point, especially it is one of the most important problem of today’s military personnel. The main aim of this article is to indicate the interactive methods of improving Speaking in English for specific purposes classes.

First of all, it is important to mention that while studying at low levels almost all learners are not busy with their speaking and do not pay attention it. So after coming to the university they seek to develop fluency and accuracy in speaking. Indeed, it is not late to progress it, but somehow difficult. In order to solve this difficulty and achieve the aim, the cadet should be taught fluency and accuracy during classroom activities as it is essential for them to learn how to speak well on professional issues in English as well as to achieve this objective it is important to find out what difficulties cadets have and how to develop English speaking skills. Current given techniques focus on the issues of communication and include discussions, spontaneous speaking, giving short talks and delivering power point presentations[1].

Good speaking is not effortless and it must be effective. To be an effective speaker is a skill which can be learnt by practicing (Stuart, 1989)[2]: before speaking cadets should intent and prepare their talks, practice and rehearse, learn to cope with nerves, control their body language, volume of the voice, pitch

and speed of the speech. It is known that speaking is a high-risk activity which can make some learners worry about losing face. A novel methodology ‘Small Talk’[3] is explored by J. Hunter (2012), who suggests encouraging communicative language use and developing accuracy and fluency. This activity involves groups of students in the conversation on the chosen topic without teacher’s intervention. Teacher’s role is to observe the interactions and to suggest ways of their improvement. ‘Small Talk’ was found to be effective in increasing the students’ pragmatic competence. The level of error identification by different teachers ranged from 24% to 57%, i.e. on average of 40%. It is a consistent methodology for analyzing and responding to learner language, but it is time consuming and might be hard to implement within limited classroom time. For instance, during our lessons we may ask the cadets to make up different stories with their partner about their life. I think it helps to improve also their speaking skills.

The relationship between spoken language research and ELT practice over the last 20 years was examined by I. Timmis (2012)[4], who showed that the majority of students prefer native speaker norms on a general level. It is argued, however, that more classroom research is needed in order to determine how explicit the treatment of spoken language should be and what activities are beneficial. The idea of teaching spontaneous speaking through short talks was applied and specified in online article (Kavaliauskienė, 2004)[5]. It proved to be helpful as the first step to teaching presentations. Later more findings referring to good practice in teaching presentations were published, and students’ strengths and weaknesses in delivery of presentations were summarized (Kavaliauskienė, 2006). However, the problems in learning good speaking skills persist as new generations of learners arrive at university. It is essential for them to be able to speak fluently on professional issues. In order to achieve this objective, it is necessary to find out which activities are the most difficult in improving speaking skills. Current speaking activities focus on the communication issues and include discussions, spontaneous speaking, i.e.

without preparation, short talks on professional themes and delivering Power Point Presentations.

Some finds PPP task interesting but also stressful. The process of making presentation is interesting but while presenting it, the cadet gets a little stress. Even though this task is beneficial because the learner has to find right information and present it creatively. PPPs are very useful in various respects, you are improving your speaking skills, learn to arrange information and you learn new things about academic work. These benefits are not crucial for further studies but also enjoyable making PPPs, because an individual has an opportunity to use both creative and analytical thinking[6].

Speaking impromptu is probably the most difficult task for most, especially for military so that military terms are more challenging. It is somehow complex to express your opinion freely as well as it requires more practice in this task so that speaking impromptu is always stressful to non –native speakers. Speaking impromptu in class: the learners debate about many themes impromptu and if you are not very good at speaking, your vocabulary is not very rich, but you will try to improve your vocabulary as well as your English knowledge, too.

A short talk is one of the great ways to improve English knowledge, especially if the theme is interesting. It is pretty easy to do because you usually have plenty time to prepare for them. Although some themes are not easy to talk about, it can be enjoyable. If you have an oral exam, you might not come across difficulties, and speaking during the oral exam should not be so stressful. It is interesting and beneficial to search for the information and read about different things.

Summing up, the attitudes to various speaking activities are more positive than negative. Moreover, it is believed that classroom activities are useful for improving speaking skills.

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