которые могут служить своеобразным эталоном. Следовательно, данная ситуация заставит образовательные учреждения разрабатывать и осваивать образовательные (педагогические) инновации, тем самым, повышая свою конкурентоспособность [1].

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СТРАТЕГИИ РАЗВИТИЯ БЕГЛОСТИ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ У ОБУЧАЕМЫХ ПРОДВИНУТОГО УРОВНЯ

STRATEGIES FOR IMPROVING HIGHER LEVEL ENGLISH LEARNERS' SPOKEN FLUENCY

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Аннотация: В статье рассматриваются особенности говорения как одного из речевых навыков, требующих особого внимания на занятиях по иностранному языку. В работе также дается описание основных трудностей, возникающих у обучаемых в процессе освоения навыка говорения на иностранном языке на продвинутых уровнях и стратегий их преодоления и развития беглости речи на иностранном языке.

Ключевые слова: беглость речи, говорение, обучение иностранному языку, трудности, стратегии преодоления, продвинутый уровень.

Abstract: The article deals with speaking as a skill that needs special attention in foreign language classrooms, reviews the most common difficulties speaking presents for higher level language learners and strategies for dealing with them, as well as ways of developing L2 spoken fluency.

Oral language, being a building block for developing reading and writing skills and understanding new concepts plays a key role in daily communication [3]. Speaking, this "universal, species specific and existential skill" [5: 84], is seen by most learners and teachers as the most desirable skill to master in a foreign language, yet for many learners, irrespective of the level, age, class size or course taken, it remains the most challenging one. Higher level learners can make an impression of being quite fluent in English, yet often this is only illusory. Being able in most cases to successfully communicate their message and speak quite fast, they fail to extend their utterances and the effect on the listener is often not very positive. Evidence shows that even higher level learners underperform in less prepared speaking, e.g. when they are to discuss something or defend a point of view, yet this is what they are most likely to need in real life, especially those who are involved in academic activities.

Understanding speaking as a skill

The complexity of spoken interaction in both mother tongue (L1) and foreign language (L2) is due to the very nature of it:

- processing conditions – it happens in real time (which affects the speaker's ability to plan, organise, select and control the message); it is highly spontaneous, unpredictable and often unplanned;

- reciprocity conditions – the speaking process is mostly dependent on the interaction between people, listening skills come into play here as well;

- in view of the above-mentioned and the methods speakers use to facilitate production there is considerable difference between spoken and written language – the message is less coherent, less logical, less 'grammatical', more economical, has more vague and generic words than written language, less dense, relies hugely on formulaic expressions, less accurate – reflecting on-line processing, shows variation reflecting speaker roles, purposes and context [6: 19].

Speech production

Levelt's model describing all the mental and physiological processes involved in speech production breaks it into four separate cognitive processes/steps:

- Conceptualization – macro-planning – deciding on the discourse type, topic – what to say; purpose – communicative intentions (e.g. ask for some information);

- Formulation– micro-planning – mapping out the idea, making strategic choices at the level of discourse, syntax, vocabulary; planning of discourse, utterances and constituents;
- Articulation– using the speech organs to produce sounds, pronouncing the utterances;
- Self-monitoring and repair– checking if what you say is what you mean with an acceptable degree of precision and fixing if needed – immediate correction or 'retrace and repair'[8].

The fact that a speaker needs to go through all of the stages very fast means that "a speaker's attentional resources are very thinly stretched" [8: 6] – in case of speaking in a foreign language this stretching is much thinner which often results in loss of fluency.

Moreover, to realize all of these complex processes optimally and produce a valid stretch of speech, a certain knowledge base is needed:
- Extralinguistic knowledge - background socio-cultural knowledge of topic and culture, culturally embedded rules of social behaviour, shared context, familiarity with the other speakers, purpose;
- Linguistic knowledge - discourse (how to organize and connect individual utterances, discourse markers, turn-taking management), genre, register, grammar (systems that favour rapid real-time speech production, spoken structures – using proceduralized routines rather than applying rules; expressions that signal the need for extra interpretation on the part of the interlocutor), vocabulary (including appropriacy and formulaic chunks); phonology (only what is crucial for intelligibility); discourse (knowing about socio-cultural conventions for typical structures of monologues and conversations of different types – scripts for different genres) [8].

The formula of speaking according to Thornbury [8] looks like this: speaking = command of skills (what you can do) + knowledge (what you know).

Bearing in mind the complexity of speaking, the process of speech production and the amount of knowledge one has to acquire in order to speak successfully, it is evident that learners are bound to have problems with it.

Functions and types of speaking

Depending on the purpose or functions the following types of speaking are often distinguished:
- Interpersonal (interactional) speech – used for maintaining and sustaining good social relationships (e.g. greetings, compliments, small talk);

- Transactional speech – information or goods & services oriented (e.g. asking for directions, sharing opinions and ideas, checking into a hotel);
- Speech as performance – transmitting information before an audience (e.g. lectures, business presentations).

These genres can also be described in terms of participation and planning. Performance talk is the only one that is usually planned and non-interactive. The main features of the three speaking types are shown in table 1. It makes sense to take all the features of different types of speech into account when contriving speaking practice activities for learners.

Empirical evidence shows that most higher level learners perform much better in goods and services oriented transactional speaking (probably because many of them travel a lot and have a chance to practice most frequent routines of this kind), whereas fluency in less predictable spontaneous information-oriented speaking needs improvement. Learners from academic backgrounds, e.g. university professors, are good at delivering pre-planned talks, but are unable to effectively take part in unprepared discussions or socialize informally with their foreign colleagues. Therefore, teaching information-oriented transactional talk and discussion skills as its part should undoubtedly be given priority.

Speaking micro-skills and fluency

Speaking as a macro-skill comprises numerous micro-skills (articulation skills, grammatical skills, lexical skills, discourse skills, socio-cultural skills, interaction skills – conversation strategies – e.g. information and mostly formulaic interaction routines, turn-taking skills, negotiating meaning, repair strategies, etc.) some of which are transferrable from L1, whereas others need to be taught. According to Bygate [1], "only a skill can be imitated and practised", so it is in a teacher's power to provide learners with this invaluable practice.

One important indicator of speaking skills development level and a very common notion in language teaching is fluency. The notion of fluency (and ways to measure it) has no shared understanding among researchers – it is "one of those elusive, fuzzy, even contested, terms that means different things to different people" [8].

Thornbury [7] defines it as the ability to speak "idiomatically and accurately, without undue pausing, without an intrusive accent, and in a manner appropriate to the context …. in real time", involving "the seamless interweaving of both the second-hand and the new, of the formulaic and the creative, of phrase and grammar". According to him, the essential components of fluency are as follows:

- managing talk – interaction and turn-taking (gauging the effect on interlocutors, acknowledging linguistic and paralinguistic contributions);
- automaticity – the ability of skilled performers to automatize the stages of speech production process due to a well-developed grammar, an extensive vocabulary, a store of memorized chunks, and devote attention to planning ahead;
- use of production strategies (e.g. filling or disguising pauses with vagueness expressions, repeats);
- appropriate placement of pauses – not frequent, at meaningful transition points, mostly filled;
- length of run – the number of syllables and words between the pauses.

Lennon stressed that fluency is purely a performance phenomenon and saw it as reflecting "the speaker's ability to focus the listener's attention on his/her message by presenting a finished product, rather than inviting the listener to focus on the working of the production mechanisms" [4: 391-392].

The absence of unanimity among experts on the constituents of fluency, however, does not free the teacher from the need to look into this matter which would only be beneficial for both teachers and learners.

General teaching considerations

"When I get ready to talk to people, I spend two thirds of the time thinking what they want to hear and one third thinking about what I want to say."
— *Abraham Lincoln*

Speaking as a skill of making conversations undoubtedly needs to have its place in the classroom. A blend of two approaches – direct and indirect works best in teaching speaking. The direct approach (teaching conversational features explicitly in isolation before integration into freer practice activities) should be used less extensively, though – only as short awareness-raising slots in speaking lessons. It is the indirect approach – learning by doing - that many L2 teachers have come to see as invaluable in teaching speaking.

While recognizing the importance of all the three stages in the learning process identified by Thornbury [8] - awareness, appropriation, autonomy - many experienced teachers believe in the great value of speaking activities that target autonomy providing genuine speaking opportunities for authentic and creative language use. These activities that involve limited assistance allow for experiential language use, give learners a chance to take risks, stretch their language and boost confidence, providing a springboard for subsequent real-life language use [8: 90]. Such activities provide learners with practice of performing in real operating

conditions involving urgency, unpredictability, spontaneity, let them rehearse the most likely real-world situations. They are not directly aimed at developing fluency – they provide favorable conditions for its development, focusing the learners' attention on the message, not language forms. Language, though, also improves as a result of such extensive practice – 'the form looks after itself' due to the need to communicate the message in the most comprehensible way.

Discussions that represent this kind of activities are typical for any learner-centered classroom. In general sense discussions are an element of conversation: 'sharing opinions on subjects that are thought of during the conversation; in polite society the subject changes before discussion becomes dispute' (www.wikipedia.org). Classroom discussions are very similar with the only possible difference being choice of topics and language at learners' disposal.

Discussions "provide learners with opportunities to interact freely and spontaneously, to cope with unpredictability, and to voice opinions' [7: 68-69]. Besides, here 'opinion gap' comes into play stimulating learners to speak.
Some of the problems learners encounter in L2 discussions are similar to those they have when discussing issues in their L1, whereas others are typical only for L2 speakers. Three main groups of factors that lead to learners' difficulties with speaking – *knowledge factors* (lack of language knowledge), *skills factors* (lack of automaticity), and *affective factors* (lack of confidence/self-consciousness) [8]. Most of these problems can be successfully solved if addressed appropriately.

The majority of the problems are evidently only typical for lower level learners, while others can also be experienced by higher level learners. It makes sense to consider solutions in terms of eliminating the reasons which will solve several resulting problems at once.

One common reason for learners' difficulties with speaking that is specific to our teaching context is that many learners, having been traditionally taught by means of grammar-translation method in a teacher-centered classroom, have no habit of speaking in the lessons, see no learning value in it and are often inhibited as a result, have fear of making mistakes, are obsessed with self-monitoring and accuracy (they are used to being interrupted and corrected on the spot, don't open their mouths because they are afraid to make mistakes). It is an inconvenient truth, though, that in many classrooms grammar-translation and teacher-centeredness still prevail and speaking or interaction between learners are out of the question.

One universal solution to many of the problems with speaking is creating a friendly atmosphere conducive to learning – e.g. the teacher becoming a participant

themselves – but not interfering too much - will help learners unwind and be more eager to speak.

Another universal principle in teaching speaking – "The three Ts"– stresses the 3 crucial factors for any successful speaking activity: a stimulating *topic,* some form of *task* to complete, the necessary language (or *tools*) [2].

Problems and teaching suggestions

Unwilling to speak - some learners are shy and introverted by nature, some may be silent out of fear of losing face, and others are not engaged with the topic, or simply lack ideas, language or practice.

Choosing controversial topics which will stimulate sharing opinions or topics of universal appeal – if it touches upon their feelings, if they can relate to the topic, and draw on their personal experience, learners will be much more eager to speak. Examples of such topics could include "Marriage is outdated", "We don't really need religion', etc.

Letting learners choose topics for discussions (e.g. – from a list) – experience shows that being responsible for the choice learners feel more inclined to speak – and the process of choosing itself can turn into a lively discussion.

Taking advantage of discussions that emerge spontaneously in response to something occurring in the classroom – happening naturally and being personalized they are likely to become a positive and memorable learning experience. It also eliminates the artificiality element.

Giving learners roles – e.g. asking them to defend a certain point of view – a very effective tactic to take some pressure off learners who feel uncomfortable 'being themselves' in L2.

Nothing to say - learners are out of ideas.

Providing stimulae – either visual support – thought-provoking pictures or cartoons, prompts, or some input text – for reading or listening – to give initial ideas and food for thought.

Giving preparation time to collect thoughts and think of ideas is another very successful tactic.

Using 'information-gap' activities – they are a very powerful tool for increasing student talking time as they create a need to speak and have some information already – no need to use imagination for learners. Visually presented activities are even more productive – e.g. having to complete a drawing by exchanging information with peers.

Giving a meaningful task with a clear goal to achieve through talking it over creates a natural need to talk.

Activating learners' background real-world knowledge related to the content and context of the lesson before engaging them in speaking.

Taking a participant's role sometimes – to prompt to ideas and provide scaffolding.

Not speaking at length - some learners are used to making quick decisions, see no need to talk it through any more, can be impatient if feeling that others are "talking an issue to death", may interpret discussion as indecision rather than cautious reflection.

Giving practice in filling a certain amount of time with speech – a good way to train learners is using games – having a competitive element and an element of fun they are very effective - e.g. "Talk for a minute" – learners take turns to draw cards and talk for one minute about the topic.

Speaking slowly **-** in most cases as a result of long formulation process of unnecessarily complex structures and obsession with accuracy. Lack of fixed phrases repertoire and lack of awareness of time-creating devices to simulate fluency are also responsible for slower speech.

Raising learners' awareness of spoken grammar and features of spoken language (noticing and analyzing tasks are very useful – provided there are extensive opportunities for subsequent practice).

Fostering tolerance for mistakes – gradually making learners understand the priority of the message over form, trying not to overdo, though - as a result pressure to be impeccably accurate is relieved.

Dominating - when some learners dominate not letting others have their say it is primarily the teacher's failure to organize them.

Appointing a chairperson in each group responsible for ensuring equal opportunities to speak for every member, so that learners become alerted to turn-taking.

Grouping those who tend to dominate with equally strong & enthusiastic learners – then both will have to cope with each other's egos and learn to respect each other's right to express their views.

Using a very limited range of set phrases - Many learners rely on a couple of overused formulaic phrases, e.g. "I think" and "I agree").

A useful appropriation activity is a card game where learners are to use as many expressions from the cards they are given as possible. The competitive challenge increases motivation and really leads to learners adopting some of the phrases - learners use more sophisticated expressions in subsequent activities.

Failure to present arguments persuasively - most often as a result of poor discourse management.

Providing learners with a typical structure for arguments – a skeleton to add 'meat' (ideas) to – plus functional language for presenting them.

Providing models and examples.

Re-grouping – having to repeat the arguments to new interlocutors, learners approach wording and structuring them more consciously.

Giving extensive practice (which does make perfect as evidence shows).

Getting learners to present opinions that are not their own - it needs more skill and attention to wording.

There is no doubt about the necessity of teaching speaking as well as about the challenges this skill presents for both teachers and learners due to its extreme complexity.

To develop learners' speaking fluency a teacher first has to instill confidence and positive attitude towards speaking in L2 into their learners, which is not always an easy task, especially with learners not living in the language environment. Secondly, teachers need to be aware of all the possible learners' difficulties with speaking and be ready to deal with them accordingly. Finally, teachers should aim to provide learners with opportunities to use language creatively and experiment with it in activities that target fluency and as a consequence, autonomy - those that do not impose too many restrictions on the learners in terms of the language to be used and are close to real life situations.

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ОСОБЕННОСТИ БИЛИНГВАЛЬНОГО ОБРАЗОВАНИЯ В ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ СРЕДЕ

PECULIARITIES OF BILINGUAL EDUCATION IN PROFESSIONALLY ORIENTED SPACE

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Аннотация: Данная работа рассматривает проблемы билингвального образования в российской высшей школе на примере неязыковых специальностей. Рассматривается рабочий процесс в мини-группах, в котором студенты являются активным звеном в учебном процессе.

Ключевые слова: билингвальное образование, модели, мотивация, организация учебного процесса, инновационные технологии

Abstract: This work considers the problem of bilingual education in Russian higher education as an example of non-language specialties. We consider the workflow in small groups, in which students are an active link in the learning process.

Keywords: bilingual education, models, motivation, organization of educational process, innovational technologies

В настоящее время тема билингвизма приобретает все большую актуальность. С каждым днем появляется все больше и больше людей, стремящихся говорить на двух и ли более языках. Одна из основных причин, которую выделяют лингвисты, усиление миграционных процессов, непосредственно приводит к увеличению смешанных браков. Дети, рожденные в таких браках, воспринимают сразу несколько языков и автоматически причисляются к разряду билингвов. Огромное количество