

Probably one among the largest challenges in learning with modern technology is maintaining dynamic interactions with students, each of whom is sitting at their own computer. Electronic interactive whiteboards help overcome this challenge and enrich the facility of technology by providing an oversized screen for manual multimedia content. Visible to everyone within the classroom, this screen takes student-teacher interaction to the subsequent level. One person stands before of the audience, working with the board, and because of its size, everyone appears like participants within the unfolding process.

The interactive nature of the electronic board and therefore the capabilities of the supplied software make it possible to prepare events within the classroom, within which all those present participate. Using an interactive whiteboard in an exceedingly lesson encompasses a positive effect on improving motivating students to be told English. While students also equally intending to accomplish a task, the sources of their motivation vary. Some have internal motivation, through reflection and active participation in lessons. For others, it's external – a desire to receive encouragement or be the primary to resolve an issue posed by an instructor.

The use of knowledge and communication technologies provides a chance to allocate time beyond regulation for weak students for practice, comprehending the academic material and eliminate problem areas, and for strong students – to accelerate the progress in learning, to complicate the fabric the maximum amount as possible, to introduce elements of creativity into the training process in accordance with the goals and objectives of learning, and also taking under consideration the peculiarities of cognitive activity [5]. The impact of data and communication technologies on the content of teaching English has three aspects:

- allows you to expand the content of coaching, make it more capacious;
- creates conditions for adjusting the content, revising its structure and components;
- provides a chance to complement the methodology of learning foreign languages generally with new forms and examples, to form it simpler by solving new problems with the assistance of a computer.

It should be emphasized that the introduction of computer technologies into the academic process doesn't in any respect exclude the utilization of traditional teaching methods, but is harmoniously combined with them in any respect stages of training: familiarization, training, application, control. However, the employment of recent computer technologies allows not only it to greatly increase the effectiveness of teaching but also stimulates students' desire for further independent study of English language.

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### **MOTIVATIONAL STRATEGIES TO OVERCOME GLOSSOPHOBIA OF STUDENTS IN AN ONLINE LEARNING ENVIRONMENT**

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The educational institutions of Kazakhstan moved to remote learning since 16<sup>th</sup> March due to the COVID19 emergency. The forced measures of the pandemic have impacted on learning processes dramatically. Today, teaching online has become a challenging task, since it arises the problems that learners and educators have never faced in real classrooms. Distant learning requires the development of new teaching methods and the exploration of accessible online platforms for efficient training.

Teaching English as a second language assumes the learners’ overall development of four fundamental skills: listening, speaking, reading and writing. We should emphasize that the effectiveness of both online and face-to-face lessons is directly related to the level of learners’ motivation and their involvement in classroom activities. The complexity of training stems from learners’ fear of speaking English in the online classroom. Therefore, the most important factor that we must consider in this research is students’ speaking anxiety or glossophobia.

In terms of foreign language teaching, glossophobia is the main barrier hindering the students to participate in speaking tasks actively [1, p. 114]. It is a common case, when students know the words or phrases related to the topic of the lesson or know the answer to the question but keep silent because of their shyness and fear of making mistakes. According to the research of Suleimenova Z., speaking anxiety of Kazakhstani foreign language learners plays a significant role in the classroom. Kazakhstani school-students with a high level of speaking anxiety tend to speak and participate less in the language classroom [2, p. 1863]. Thus, it is crucial to define in this research the essence of the learners’ uneasiness of online public speaking and to develop motivational strategies that facilitate learning process.

Teachers are currently facing with the issue of engaging students in online class activities. According to Z. Dorney, the term “motivation” is widely used in determining foreign languages lessons’ success or failure. Motivation can be considered as both the internal factor of language learners that that formed their individual interest and curiosity; and the external factor of surrounding society [3, p. 274]. It can be observed that learners’ interest tends to depend on such personal feelings as fear and anxiety. The results of the speaking instructions rely not only on the teachers’ pedagogical skills and language proficiency but also on the ability to use different motivational strategies to involve students in speaking activities, decreasing the level of their speaking anxiety.

Motivational strategies refer to teaching techniques that encourage the students’ behavior related to the goals of the lessons [4, p. 27]. For the successful implementation of motivational strategies in the learning process, it is necessary to take into account the following elements of motivation considering by Dornyei Z.:

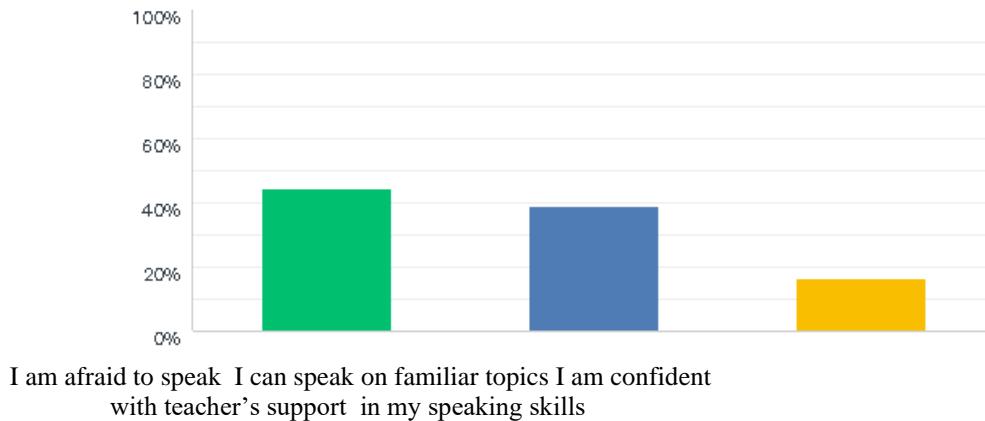
1. The reason why students prefer certain types of classroom activities;
2. The duration of time during which students preserve to perform a particular task;
3. The amount of effort required for students to complete a task [5, p. 27].

Consequently, teachers apply different motivational strategies not only to improve learners’ speaking fluency but also to help them to cope with shyness and anxiety.

For deeper investigating the problem we have conducted initially online surveys due to SurveyMonkey about distant learning among secondary school students of ninth grade.

The survey has been done during the 4<sup>th</sup> of January 2021 till the 13<sup>th</sup> of February 2021 in 6<sup>th</sup> school, in Nur-Sultan city among 43 high-school students.

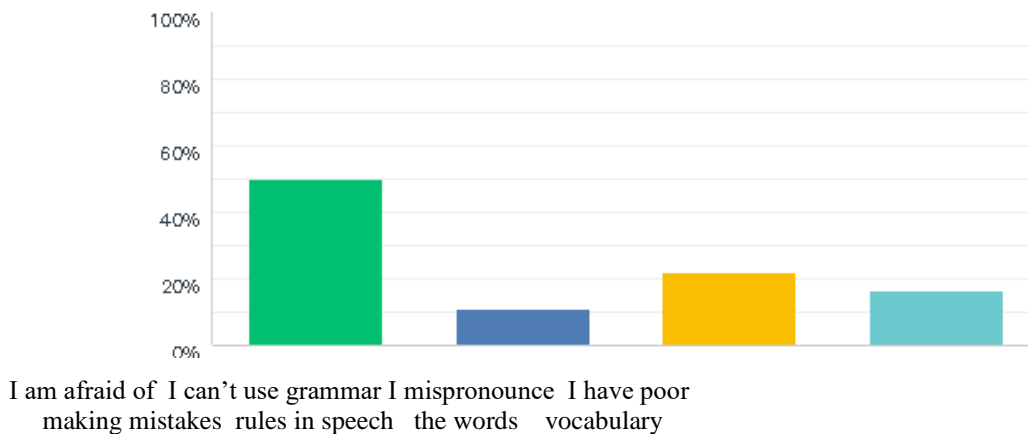
Based on the obtained results, it can be observed that only 16, 67% of students are confident in their speaking skills and 44, 44 % have problems with speaking anxiety in online classroom, while teacher’s help and support are required for 38.89% of learners.



*Diagram 1 – How do you feel speaking in online class?*

Therefore, since the level of students’ confidence impact on their involvement in classroom activities, it is crucial to define the essence of the learners’ uneasiness of speaking in this research,

To begin with, we have to reveal the cause of learners’ anxiety. Analyzing the survey results, the following reasons were defined:



*Diagram 2– Why do you feel afraid to speak during the lesson?*

The results of the survey have shown that psychological roots of students’ glossophobia is the feeling of discomfort and embarrassment usually caused by the fear of failure and making mistakes during speaking English. The lack of learners’ confidence stems from poor vocabulary, inability to use basic expressions and grammar rules during oral activities. In addition, the overwhelming majority of learners’ are not confident in their pronunciation.

As a result, glossophobia and anxiety lead to the formation of mental block against the development of students’ speaking proficiency. Therefore, the fundamental task of teachers is to guide students in developing their confidence in spoken language skills by using modern motivational strategies to help learners to overcome anxiety during speaking tasks.

We have developed 3 motivational strategies that teachers should use in distant classrooms to stimulate students to speak:

1. *Creating a positive environment in online class*

The successful language acquisition is closely linked with such an essential aspect of teaching as a motivating classroom positive classroom environment. Negative classroom experiences and unpleasant associations discourage learners' engaging in oral tasks, that has a negative on the effectiveness of lessons [6, P 721]. Positive atmosphere of online classroom promotes the increasing of learners' confident because it motivates them with the sense of support and communication between teacher and students. We recommend using a brief introducing video relating to the topic that helps to create more relaxed atmosphere than presenting a topic orally and giving direct instruction. The video is a great way to catch the learners' attention and to introduce the topic of the lesson clearly. The level of learners' motivation decrease when they do not feel that teacher is interested in the lesson because it is conducted on the basis of general textbook tasks in a dull way.

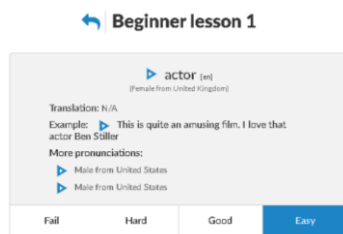
2. *Usage of warming-up activities in teaching speaking*

There is no doubt that classroom environment plays a vital role in teaching process. Positive classroom environment requires giving the task gradually, moving from easiest tasks to hardest. In order to reduce the level of students' anxiety teachers should use different game warming-up activities. Game based activities help to create a relaxed atmosphere in the classroom that is a key factor in the process of overcoming speaking anxiety. Usually, learners are afraid of making mistakes and getting the low marks, however, warming up activities are not evaluating [7, P 4].

3. *Teaching pronunciation before training speaking*

Teaching pronunciation is the basis for increasing learners' confidence in speaking. Being a part of speaking, pronunciation is a physical process that assumes training correct articulation. Teacher focuses on the explanation of the discrepancy between pronunciations of different sounds that may distort the utterance [8]. In addition, the main barrier that does not allow the student to speak up during the lesson is the fear that they may mispronounce words or particular sounds. Therefore, teaching speaking requires training of articulation.

Teaching online gives teachers great opportunities to use different digital tool and websites in pronunciation. **Forvo** is website for learning pronunciation of sound. Forvo facilitates the perception of native speakers' pronunciation. In addition, learners listen to different accents on the website and compare it with their own pronunciation. There is also an opportunity to test learners' pronunciation in form of game, using flashcards that are appropriate for the level of students:



What is more flashcard presents two variants of pronunciation British and American; the example of the word usage in a sentence is also given. After pointing the level of pronunciation complexity for every word, the program will repeat the card with the words that are difficult for the learners. The audio of word is played automatically that facilitates the unconscious acquisition of correct pronunciation.

All mentioned above motivational strategies assume structuralized lesson planning. Taking into account that the duration of the online lesson on the basis of video conferencing Zoom platform is limited to 40 minutes, we recommend coordinating motivational strategies in one activity. Online

websites and platforms are efficient teaching instruments that can be used to facilitate learning process and increase students' motivation helping them to overcome glossophobia.

*En.islcollective* is an easy-to-use platform with available teaching resources. Using this website, teachers can download complete worksheets, presentations, and video materials. En.islcollective platform provides teachers with a wide range of video material appropriate for the different topics of the lessons and the level of students' English proficiency. For the efficient implementation of the video-watching activity, we suggest integrating the vocabulary and grammar quiz in the footage. Teachers have an opportunity to generate their own video lesson with quizzes adding links to any Youtube video.

In order to clarify the utilizing of video quizzes that help learners overcome speaking anxiety, an example of a lesson on the topic Exercise&Sport is provided. The students' task is to watch the video about people doing sport and answer the comprehension questions. It is crucial to highlight here that the effectiveness of the video lessons is determined by the level of students' involvement and their interest. Therefore, all video materials should be engaging and appropriate for the students' level of English proficiency.

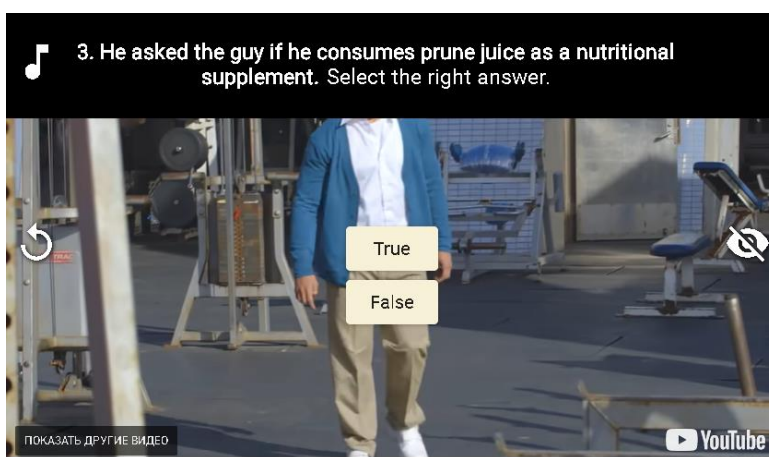
We have chosen Old Bodybuilder Prank comprehension task. The length of the video is 3 minutes and 38 seconds. The scene is about a young competitive athlete who masqueraded as an old man and pranked the bodybuilders. This lesson is appropriate for students with Pre-intermediate (A2) and Intermediate (B1) levels. The plan of video lesson is contain the following steps:

#### 1. *Pre-tasks*

Before starting the video lesson, we recommend directing students' attention to the vocabulary related to the topic of the lesson using Forvo flashcards. Learning the correct pronunciation and translation of unfamiliar words, students feel confident in speaking. The list of vocabulary is attached in the materials of the lesson.

#### 2. *Video tasks*

In the second stage of task performance, teachers introduce the topic of the video and make students guess what this video is about by asking short questions. This preparation is necessary to bring students to the task gradually moving from the simple exercises to the hardest one. After introducing the video, teacher plays the entertaining prank video, while students answer the True or False quiz questions. All the questions are provided with the explanations:



*Image 1 – Old video quiz*

*Bodybuilder Prank*

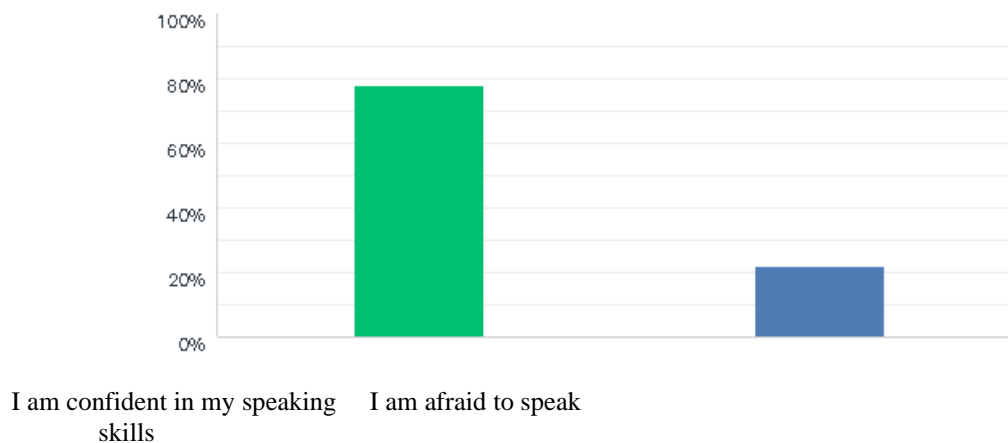
#### 3. *Discussion tasks*

For the developing of students speaking skills, teachers ask questions involving students into the active discussion. Teachers can use comprehension task that is provided in the materials of the lesson

or ask their own questions related to the scene, for example: *Do you think some of the bodybuilders may have been just "actors" playing a part? Maybe the young guy who challenges the old man to a contest?*

In conclusion, teaching speaking online differs from face-to-face instruction in the classroom. Learners' anxiety strengthens during online lessons. Increasing learners' motivation is a key factor that influences the success of online lesson. Teacher's task is to create the conditions of the lessons that promote the development of students' speaking skills with the sense of support. In order to motivate learners, teachers should consider every student as a person with different needs and educational experience. Considering the individual features of students, teachers gain a helpful instrument of motivation that will reduce the level of students' glossophobia.

Based on the results of the survey, it can be seen that we have reduced the level of students' feelings of fear and anxiety in English speaking online, using various tools and motivational strategies that facilitate educational process:



*Diagram 3 – Results of the motivational strategies implementation*

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