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FACILITATING FOREIGN STUDENTS' SPEAKING PERFORMANCE

This paper addresses the issue of developing communicative efficiency in speaking practice of B1-B2 language learners. This is a level where learners have mastered a solid grasp of the language to handle basic communicative tasks without much struggle, yet they sometimes have difficulties in making themselves easily understood in various speaking settings. Lack of competence in adjusting speech performance to reduce misunderstandings if not overcome, constitute a formidable obstacle to communicative efficiency. The teacher is there to scaffold learners with tools they need to be more understandable to their conversational partners. One way to tackle this problem is to develop students' ability to craft a speech that is simple, clear, and effective. To help students with B1-B2 levels of English proficiency communicate effectively, the article suggests developing speaking modulation skills which in the context of language learning means the ability to adapt phonological, grammatical, syntactic, morphological, and pragmatic features of speech to the recipient's understanding. The paper also provides suggestions on how to encourage students to sharpen their speaking modulation skill. This descriptive work is based on the analysis of publication related to the contents of this research problem and perceptions of classroom observation. The findings indicated that both strategies, modulation and modeling, support intermediate-level learners in the development of speaking English efficiency since they empower the speakers with the capacity to accomplish the intended communicative purpose through the adjustments comprehensible to the recipients. The work's outcome will be beneficial in the academic sector to assist instructors in developing classroom speaking strategies.

Keys words: teaching speaking, communicative efficiency, B1-B2 language learners, modulation, modeling.

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СПРИЯННЯ РОЗВИТКУ АНГЛІЙСКОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ

У статті розглянуто питання розвитку комунікативної ефективності в мовленнєвій практиці тих, хто вивчає іноземну мову на рівнях B1–B2 відповідно до Загальноєвропейських рекомендацій з мовної освіти. Це рівень, на якому студенти оволоділи достатньою мірою англійською мовою,

щоб без особливих зусиль виконувати основні комунікативні завдання, але все ще мають труднощі з тим, щоб бути зрозумілими в різних комунікативних ситуаціях. Недостатня компетентність у коригуванні мовлення з метою зменшення непорозуміння, якщо її не подолати, може стати серйозною перешкодою на шляху до комунікативної ефективності. Викладач покликаний забезпечити здобувачів освіти інструментами, необхідними для того, щоб вони були більш зрозумілими для своїх співрозмовників. Одним зі способів розв'язання цієї проблеми є розвиток у студентів здатності будувати просте, зрозуміле та ефективне мовлення. Щоб допомогти студентам з рівнями B1–B2 володіння англійською мовою ефективно спілкуватися, у статті запропоновано розвивати навички модуляції мовлення, що в контексті вивчення мови означає здатність пристосовувати фонологічні, граматичні, синтаксичні, морфологічні та прагматичні особливості мовлення до розуміння реципієнта. У статті також запропоновано рекомендації щодо того, як заохотити студентів до вдосконалення навичок модуляції мовлення. Робота ґрунтується на аналізі публікацій, пов'язаних зі змістом досліджуваної проблеми, та спостереженнях за аудиторною роботою студентів. Результати показали, що обидві стратегії – модуляція та моделювання – підтримують здобувачів у розвитку ефективності говоріння англійською мовою, оскільки вони надають мовцям можливість досягти поставленої комунікативної мети за допомогою коригувань, зрозумілих для співрозмовника. Результати роботи будуть корисними в академічному секторі, щоб допомогти викладачам у випрацюванні стратегій говоріння на практичних заняттях з англійської мови.

Ключові слова: навчання говоріння, комунікативна ефективність, студенти рівня B1–B2, модуляція, моделювання.

Formulation of the problem. Foreign language learners who has reached levels B1–B2 according to Common European Framework of Reference for Languages are at a critical step in their language-acquisition process. They already have considerable foundational knowledge of the target language to express themselves fluently and spontaneously enough with other English speakers but they still often fail to accomplish the intended purpose due to inability to use the right words at the right time to get their message across in a comprehensible way and they still need so much instructor who can scaffold them toward communicative efficiency. The teacher fulfills their role as a facilitator in language in-

struction by providing students with the tools necessary to make their speaking experience more communicatively efficient. Fostering foreign language communicative efficiency is indispensable in terms of achieving academic growth in higher education institutions. What is more, it is the key component in avoiding communication breakdown in learners' future jobs. So the question becomes, which instructional strategies best supports intermediate level English language learners in the development of spoken language production in academic settings.

Analysis of recent research and publications. The issue of teaching speaking performance to intermediate English-language learners has been attracting growing attention in academic circles worldwide. There have been numerous studies investigating effective classroom learning activities and exercises that provide opportunities for students to enhance speaking. The most successful activities that can be applied to English language classroom settings are: role play, discussion, debates, picture describing, storytelling, interviews, role play, simulations, information gap, story completion and many others. An indefinitely large number of research papers and publications deal with the issue of teaching speaking as a set of necessary skills affecting communicative competence. Most subject matter experts state that essentials of good speaking are vocabulary, grammar, fluency, comprehension, pronunciation, juncture, stress, rhythm and intonation. In the global context, experienced tutors from British Council, teacher development platform, suggest a series of videos and interactive exercises to help instructors develop their students' speaking skills. Among subject matter experts who strive to reach communicative efficiency is John Kay, who in his video looks at a number of different speaking techniques and ways of setting them up. To help learners improve their *fluency* and become effective communicators of English he offers group work, warmers and controlled practice, the use of debates, stories and information gaps ("Teaching English training videos: Teaching speaking – Unit 5: Techniques," n.d.). A range of educators and longtime teachers of English as A Second Language, from Education Week, a news organisation, provide classroom instructions that works with intermediate English language learners. Among them Larry Ferlazzo, an English and social studies teacher, education blogger, in his article "14 strategies for teaching intermediate English-language learners" explores strategies that are well suited for learners who have more developed English fluency, specifically drama, sentence frames, flipgrid, method of differentiation, think-pair-share, talking heads, QSSSA, big-picture mindsets and nitty-gritty teaching tactics (Ferlazzo, n.d.). Jack C. Richards in his book "Communicative language teaching today" examines the methodology known as communicative language teaching, and classroom activities that best facilitate learning (Richards, 2006). He states that language learning is

facilitated when learners are engaged in pair and group work interaction and meaningful communication which results from students processing content that is relevant, purposeful, interesting, and engaging (Richards, 2006). Thornbury^oS. in his book "How to teach speaking" examines the different approaches and activities (awareness raising activities, controlled activities and autonomous activities) that can be used in a foreign language classroom, covering areas of speech such as articulation, fluency and register (Thornbury, 2005). He also suggests various pairing and grouping techniques for emphasising natural interaction between learners, which assist in achieving autonomy and automaticity in using the target language. Georges Duquette in the book "Second language practice" offers ideas on how to use the communicative approach to develop second language skills in the classroom and what strategies can be used at various levels of competence development (Duquette, 1995). Professor in applied linguistics, Paul Nation, at Victoria University Of Wellington designed the 4/3/2 Method – a technique to help students develop more structured communication and develop more coherence as they attempt to link specific and relevant ideas together (Nation, 1989). Educators from Taiwan Fang-Chuan Ou Yang, Fang-Ying Riva Lo, Jun Chen Hsieh And Wen-Chi Vivian Wu in their journal article "Facilitating communicative ability of EFL learners via high-immersion virtual reality" explore ways how to develop language learners' communicative competence through the use of multimedia-assisted language instruction (Yang et al., 2020). This paper investigates how the utilization of multimedia and technology-enhanced instructional strategies can foster learner motivation and autonomy in their foreign language learning. Marina Ostaric, Natasa Perincic Ticic from University of Zadar, Croatia in their article "Developing communicative competence through language skills in an ESP course – a case of Technical English" investigate the importance of developing communicative competence through language skills in English for Specific Purposes offered as a Technical English course in tertiary education (Ostaric & Perincic Ticic, 2022). Teaching technical courses over the years has led the authors of that paper to the conclusion that developing communicative competence in a Technical English Course cannot rely merely on teaching specialised, profession-oriented vocabulary. It should offer diverse tasks and practical assignments related to the programme that is being taught, ranging from numerous types of authentic articles and journals to free online documentaries and reports that can be processed as valid sources and material which is to induce, expand, and perfect students' speaking skills (Ostaric & Perincic Ticic, 2022).

In the regional context, among subject matter experts who strive to help language learners at the intermediate level of English-language acquisition to develop communicative efficiency is Oleksandr Polishchuk, PhD,

senior lecturer from National University Of Life And Environmental Sciences Of Ukraine. His article “Communication barriers faced by English language learners at a university level: factors and solutions” researches communication barriers faced by English language learners at a university level, factors that handicap and hamper their communication and negatively affect their general proficiency (Polishchuk, 2017). The work also highlights some strategies for coping with communication barriers such as use of appropriate teaching methods and aids, avoiding frequent error correction, practicing communication skills outside the classroom, exploiting collaborative work and authentic materials, making students aware of cultural diversity and differences as well. Bochenkov^oA. and Ivanova^oT. from V.N.^oKarazin Kharkiv National University in their article “The problem of teaching speech activities in a foreign language to international law students” explore the challenges and methodologies involved in teaching speech activities in English to students specializing in international law (Bochenkov & Ivanova, 2024). The key factor in optimizing language skills is the use of a student-centered model, mastering language system as a means of communication, recreating circumstances that are similar to those when native speakers acquire native language skills. Oksana Milova, Phd in Pedagogics, associate professor of Translation Department from Boris Grinchenko Kyiv University, in her article “Teaching conversation in English language classroom: conversational techniques” offers the theoretical analysis of teaching conversation which is based on real-life situations and develops learners’ conversational skills in english language classroom (Milova, 2015). The work describes the principles and “steps” of teaching conversation by means of using various conversational techniques such as small-group discussions, role-plays, simulations, improvisations, debates, brainstorming, reporting, interviews and others. Boiko Hanna, PhD in Education, from National University of Food Technologies in Kyiv, in her article “Methodological recommendations for developing of pre-service food technologist’s speech production competence in the process of self-instruction” provides a subsystem of exercises for the development of English-language competence in monologue speech, which consists of two stages: preparatory, aimed at gaining knowledge of typical situations of professional communication, and main, aimed directly at developing the ability to produce professionally oriented monologue utterances. It is specified that at the preparatory stage it is more effective to use the ‘flipped classroom’ approach (Boiko, 2024). Boiko Hanna in her another article “Developing pre-service food technologists competence in monologue speech through business game” suggests two examples of business games: “Business trip” and “International food technology exhibition” which describe receptive-reproductive exercises for developing skills in creating struc-

tural elements of a monologue followed by recording on an electronic medium and receptive-productive exercises for developing skills in creating a mini-monologue-description based on a situation and a picture designed by the teacher (Boiko, 2022). Iryna Zadorozhna, PhD in Pedagogics, from Ternopil Volodymyr Hnatiuk National Pedagogical University in her article “The formation of foreign language communicative competence of future teachers with the help of problem-based learning” describes the set of knowledge and skills that makes a person truly fluent in a foreign language speaking (Zadorozhna, 2017). She states that having good pronunciation, a varied vocabulary, knowing how to apply grammar rules are critically significant in facilitating communicative competence and producing fluent speech.

The research questions and suggestion. While teaching intermediate English-language learners, the authors of this paper has witnessed numerous occasions in which the success of communication is hindered by students’ weak proficiency in making appropriate semantic, syntactic, and pragmatic choice at the moment of speaking. Certain number of students fail to maintain on-going meaningful, mentally satisfying conversation as they feel confused and frustrated when the recipient doesn’t understand the point they intend to convey. They therefore need to be encouraged, and given the opportunity to support their productive use of the language in order to become understandable or comprehensible to their conversational partners. From the authors’ own classroom experience, the mastery of accuracy, fluency, grammar, vocabulary, pronunciation which is believed as the core element of speaking performance is insufficient on its own for efficient communication. When it comes to making yourself understood, the ability to adjust your speech performance to fit communicational situation counts even more. Accuracy and fluency seem to gain far more attention than the skills needed to adapt your speech and delivery to make it more effective in achieving communicative efficiency. Teaching English courses over the years has led the authors of this paper to the conclusion that *speaking modulation* technique can scaffold intermediate language-learners in developing communicative efficiency. So, if you want your learners with limited english proficiency to communicate efficiently, we suggest modulation technique as a tool which equip intermediate level learners with skills necessary to tailor their speaking performance to suit listeners in real-life communication. Taking into account that intermediate students are required to be able to converse freely on familiar topics, developing modulation is indispensable in terms of achieving communicative competence. Despite its importance, modulation technique is often unduly overlooked throughout the English courses or may not be given the same importance as for example fluency or accuracy. Insufficiently developed modulation skills or the lack of adequate practice in modulating will do

profound damage to the ability to achieve speech comprehensibility and intelligibility in a second language. This article aims to illustrate the importance of building up modulation skills in speaking practice of foreign language learners and provide instructional tools designed to encourage learners to modulate in foreign language speaking practice.

The purpose of the article is to introduce a speaking modulation technique which scaffold intermediate level learners' communicative efficiency in speaking practice.

To accomplish these goals, the outlined objectives were set:

- to take a closer look at what communicative efficiency is;
- to define what modulation is in the context of teaching speaking;
- to specify the speaking modulation adjustments conducted by speakers during speech production;
- to guide teachers on the instructional strategy designed to foster modulation skills.

The research method. To accomplish the research objectives, a qualitative method was implemented. Data were assembled/collected through asking people questions in personal conversation, generating discussion among subject matter experts, reviewing a variety of publication related to the contents of this research problem. The author of this work integrated personal insights from observation the teaching-learning process directly in the English classroom. The data were thoughtfully analyzed with the purpose of finding the strategies and techniques that best support intermediate learners in developing communicative efficiency.

Presentation of the main research material. In the context of language acquisition, speaking is defined as a process of using language to build and share meaning through the use of verbal and non-verbal symbols. Speaking requires knowledge of the language and producing language. Speaking efficiently can be defined as utilizing language in an effective way to inform, persuade, entertain etc. However, the ability to speak effectively goes beyond simply conveying a message from one individual to another verbally or nonverbally, but whether speakers are actually communicating. Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings, connect with people in different social settings. An active speaker (listener) strives to become a communicator. Communication is the way people build relationships, "homophily" or create a sense of community, commonality. Mutual understanding is a basic element of connection and is what allows us to feel emotionally safe and crucial part of what makes speaking efficient. The goal of speaking performance should be to communicate (convey meaning and information) in a way that the listener can understand. The most efficient speaking performance would be the one that reach mu-

tual understanding effectively i.e. with little to no effort. Natalia Levshina, a postdoctoral researcher at the neurobiology of language department, from Max Planck Institute For Psycholinguistics, in her book "Communicative efficiency. Language structure and use" states that all living beings try to save effort, and humans are no exception (Levshina, 2022). This research shows how we save time and energy during communication by unconsciously making efficient choices in grammar, lexicon and phonology. It presents a new theory of "communicative efficiency", the idea that language is designed to be as efficient as possible, as a system of communication. Thorsten Roelcke in his book "Efficiency of communication. A new concept of language economy" states that a human action is efficient, if a particular result is obtained with a minimum of expense, or, if a particular expense is combined with a maximum of result (Roelcke, 2002, p.31). So, communication is efficient if interacting participants jointly undertake to actively construct possible meanings to obtain a particular result (understanding) with a minimum of expense. A speaker uses language efficiently if he or she spends not more effort than necessary in order to convey intended information and achieve understanding. Thus, communicative efficiency is defined as the actual performance of the language competencies according to a principle of effort minimization in order to achieve understanding in various communicative situations. Speakers' speech is to be organized according to a principle of efficiency. It means that efficient choice and economy in grammar, lexicon and phonology can contribute to understanding. One of main concern of the language teachers should be how to foster language learners at the intermediate level of English proficiency to make optimal use of the language (such as vocabulary, tone, style) to achieve their intended purpose in communication. In order to scaffold students to minimize the cost in speaking, we suggest modulation technique that helps learners evaluate speech in terms of communicative quality and modify speaking efforts to make them more accessible to the partner. Effective communication, of course, doesn't mean perfect communication, nor error free communication. It just means communicating in a way that leaves both speaking partners feeling accurately and empathically understood, emotionally safe to establish a trustful community.

The noun "*modulation*" has several meanings, including alteration, revision, reconsideration, modification, the act of revising or altering. Music modulation means the process of changing from one key to another within a composition to add variety and expressiveness. Sensory modulation strategies help people be aware of and regulate their arousal levels for improved self-control. Digital modulation is the process of converting data into electrical signals optimized for transmission. Modulations in reading require the reader to make judgments during the reading and this gives them control over the

reading pace. Voice modulation is the ability to change your pitch, volume, tone, and pace of your voice according to your purpose, content, and audience. Modulation in poetry is defined as a variation through a change of viewpoint in the target text. Modulation in language as a component of translation procedures consists of using a phrase that is different in the source and target languages to convey the same idea. In this paper, we operationalize the term “modulation” to indicate the process of altering speaking act in response to the conversational partner’s speech to become understandable. Speaking modulation may be defined as a set of adjustments (lower your voice to whisper to sound more dramatic and mysterious, paraphrase what someone has said in your own words) that enables a speaker to reduce misunderstanding. The components of speaking performance that can be modulated: choice of words, diction, accent, inflection, intonation, fluency, pronunciation, grammar, body posture, facial expression, gesture and so on. Teachers wear many hats, but above all, they are tutors who assist language learners to save time and energy during communication by making appropriate stylistic and content choices in response to speech acts. Speech acts might be requests, warnings, promises, apologies, greetings, suggestions, commands, offers, any declarations etc. Speaking modulation occurs during face-to-face conversations, phone calls, and video conferences in which we deliver speech orally to a live audience alternately listening and altering speech to appeal to the audience. The exact modulation is determined at the time you actually select, organize or present (deliver) the utterances. Speaking modulation as a part of communication adaptation and accommodation can occur on multiple levels of speech performance such as phonological, grammatical, syntactic, morphological, and pragmatic.

Modulation is not about knowing grammatical rules and vocabulary but about developing an instinct or intuition, deeper logic of the language, linguistic sensitivity which help choosing language from the vast range of different words, accents, speech varieties available to us. It’s like tailoring a suit when you want it to fit perfectly. This includes using formal or informal tone, colloquialisms, slang, poetic, pedantic, abstract, or concrete language if appropriate. Each choice can impact the effectiveness of communication. Modulation technique is much more than a simple adjustment in conversation in response to linguistic input – it’s a critical tool used by speakers to reduce the misunderstanding and avoid awkward or unnatural confusion, minimize miscommunication. This is especially crucial in professional settings where misunderstandings can have significant consequences.

Speaking modulation can be difficult to achieve at first, but with practice and dedication, nearly anyone can succeed at it. Modulation involves evaluating oral practice in terms of communicative quality; distinguishing between spoken words which convey messages correct-

ly and spoken words which convey messages accessible to the partner; strategically editing the conversation before it’s awkward. Each time you practice, you may say your speech a little bit differently in sound articulation, words pronunciation, utterances formulation, voice pitch, tone, loudness, rate of speed, pauses and silences, emphasis, accent, repetition, synonyms, organization of words into sentences, facial expressions, hand gestures, the arrangement of elements in space. Modulation might involve changes in linguistic, gestural, spatial, aural, visual modes. Here we suggest several practical adjustments that speaker can easily perfect to master modulation technique.

1.) Listen to what the other person is saying. If you want to master modulation technique, you should be patient and observant. Never stop listening to what the other person is saying. When we listen properly to what a person is saying, we can respond appropriately and find out more;

2.) Assess the context. Who you are talking to matters. While listening, assess the audience and situational context (formal or informal settings). Analysing how a person prefers to communicate and what the situation requires can provide valuable insights and help the speaker tailor their communication style to the needs of their audience;

3.) Take time to plan your response. Before you start speaking, take a break to modulate your response. This means you have to think about what and how you are going to say. Pauses allow you to gather your thoughts and choose your words carefully. They give your audience a chance to process what you’ve just said;

4.) Make a choice of words, grammar, and syntax that optimally shapes the message. When conversing rephrase the content in your own words, use simple relevant words and phrases that are easily translated. Simplify your vocabulary and syntax not the content and sense. Use fewer words rather than more to convey the same meaning, find synonyms for words you can’t pronounce. Avoid obsolete words, idioms, jargon, slang or specialized words that might be unfamiliar to listeners. Use a different word form, change the word order, reduce filler words, eliminate words which do not add meaning to the sentences, When communicating in a language other than your mother tongue, you should avoid complex sentence structures. Logical speech, with good use of connectives and discourse markers helps the listener understand what you are saying;

5.) Choose the appropriate vocal delivery. Vocal delivery includes volume, rate, pitch, tone, volume, pace, pronunciation and intonation. Your ability to be understood in a foreign language isn’t just about the words you choose, it’s also about how you say them. Work on your pronunciation and intonation by listening to native speakers. Speak each word as a separate word, try not to run words into each other. Speaking slowly and enun-

ciating words clearly let listeners hear the words in full and understand them better. Modulate all vocal varieties (loudness/softness, fastness/slowness, highness/lowness, rhythm, emphasis, intonation) that can affect how the message is perceived and interpreted;

6.) Adapt your style. Speech style is the way we converse with others. It might be formal, informal, Academic, technical, business, persuasive, narrative, descriptive, explanatory, humorous, Inspirational, conversational, instructional and others, which use distinct grammar, intent, and vocabulary. The idea is to have the students shift from one style to another to find better and fitting effectiveness of communication;

7.) Consider nonverbal delivery. Nonverbal delivery carries as much weight as verbal. Gestures, facial expressions, body language, posture (the way one stands or sits), movements, eye contact, proxemics (the use of personal space and physical distance in communication), haptics (communication through touch) can complement or replace verbal messages, convey feelings and attitudes, support, affection, or authority and provide real-time feedback that's invaluable for ensuring your message is understood. They can be an effective element to your talk, only if they are controlled. Monitor nonverbal behaviors or gestures unconsciously used to manage emotions or regulate stress during communication. Tapping fingers or adjusting glasses often reveal underlying feelings of the communicator;

8.) Check for understanding. Be mindful of how others respond to your words. You should not assume that the listeners have understood everything you said. After transmitting a message, receive acknowledgment that the message has been understood by the audience. To ensure messages are clearly transmitted and understood, consider summarizing key points and asking if they have any questions or need. Inviting questions or clarifications to ensure everyone is aligned is a great way to confirm that your message has been understood. If you're not sure they understand, don't hesitate to recognize an error, correct it, give a paraphrase and confirm their understanding. When making these adjustments in speaking, your communication efficiency will improve and allow you and your speaking partner to become fluent and proficient in conversation.

The paper also tries to guide instructors in choosing the right strategy to support learners with modulation. When teaching speaking to someone with intermediate English proficiency, keep in mind that at this level individuals can rely on their own solid grasp of complex grammar and advanced vocabulary to enter unprepared into conversation on topics that are familiar. Yet, learners may find that they still meet the same blocks in comprehension again and again because of a lack of productive competence. They therefore need as many opportunities as possible to hear good English models and use the language they are learning. Only by con-

sistent exposure they can begin operating the vocabulary, grammatical structures, and speech patterns that will lead to efficiency. Teachers are a constant presence in regular classes settings whose deliberate speaking has the power to shape how learners communicate. If you are looking for a way to equip your students with modulation skill, pay a lot of attention to the quality of everything you say when in the classroom. The teacher fulfills their role as a facilitator in language instruction by making a representation of modulation technique performance. A modulation model serves as an example of what learners will be expected to do or what the teacher would like the learner to produce. Instructor can provide learners with the good model for speech modulation through regular everyday "Teacher Talk" while introducing material, correcting, repeating, explaining, defining, giving example, clarifying, questioning, encouraging. By demonstrating how to perform a modulation skill, instructor gives students insight into the kinds of speech adjustments they need to make in response to requests, apologies, suggestions, commands, offers. Modeling allows students to observe and question before putting the model into practice on their own. We emphasize the value of active listening and paying close attention to how instructor modulate to adjust communication style to the needs of others. Speaking modulation skills are acquired automatically and rapidly through being mindful and observant of teacher talk. Hearing teacher talk makes students learn patterns of speaking as used by teacher through a process called implicit learning which occurs without intention or conscious awareness. Speaking modulation skills are trained through the implicit learning and the imitation technique – mirroring, repeating, and practicing the actions of others, either immediately or later. Mimicking the way teacher talks is the commonest and most effective way to enhance speaking. Most linguistics and ESL teachers agree on that imitation is a crucial aspect of skill development, because it allows us to acquire skills as a result of watching and imitating another individual perform them. Learners are readily and easily adopt speech patterns – the unique ways people express themselves when they talk. This behavior, known as "speech accommodation", happens as a form of social bonding or to show empathy, closeness and rapport. One of the best ways for intermediate learners to boost speaking proficiency and grow as a speaker is to observe teacher talk as a model (the speech patterns, sounds, and vocabulary used by the teacher) and then copy the model they've seen. Imitation doesn't necessarily require you repeating word for word everything you have heard. Imitation could involve listening to conversations, watching films or any kind of speech, and then trying to replicate the speech in your own unique words. For instance you could rather imitate larger portions of a speech such as whole thoughts or

ideas, express them verbally in your own words. Modeling technique is beneficial since you listen to and imitate correctly spoken English; you learn to construct even better sentences; you learn how to use language properly. So, modeling is the process of providing a model for the learners to imitate and the process of acquiring by learners new skills by observing and replicating the teacher's model.

Pedagogical implications and prospects for further investigation. The ability to structure one's speech in such a way as to be as clear as possible to the interlocutor is one of the essentials of effective communication. Based on the experience of teaching language to intermediate level students and review of research publications, we have found that comprehension is often impaired due to inability to adapt speech to the interlocutor. Effective communication requires crafting a good message that is appropriate to the recipient and transmitting it with clarity, empathy, and understanding. Therefore, this paper proposes to sharpen the skill of modulation – ability to alter the components of speaking performance to ensure messages are clearly transmitted and understood by interlocutors.

Conclusions. Observing the process of teaching/learning in language classes we came to the conclusion that learners acquire a modulation skill as a result of watching teacher utilize it. A good model provided by teacher has the power to shape how learners communicate. Thus, the paper proposes two strategies that can support intermediate level students on their way to effective communication in a foreign language – modulation technique refers to operating elements of speaking performance to be as clear as possible for the interlocutor; modelling technique refers to teacher providing a model to be imitated and putting that model into practical use by the students. These two strategies equip students with the necessary skills to engage in effective communication with the goal of building healthy relationships. Even though both these strategies, modulation and modelling, make a huge contribution to communicative efficiency according to non-numerical data, they still need a verification process of quantitative analysis which will help to prove their validity in improving oral communication skills of English learners. Certainly, further research on this topic requires the development of a system of English-speaking practice exercises to build up modulation skills.

Conflict of Interest

The authors declare no conflicts of interest.

Use of Artificial Intelligence

No artificial intelligence tools or materials were used in the manuscript.

СПИСОК ПОСИЛАНЬ

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