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ELICITING TECHNIQUES IN TEACHING MARITIME ENGLISH

Summary. One of the techniques which can be used in the process of teaching maritime English is elicitation technique. This article describes how elicitation techniques can be integrated into the process of communicative teaching of Maritime English and how they can be successfully used. It is proved that eliciting is student-centered and it allows the learners to participate in the learning process actively by letting them express their acquired or intuitive knowledge. The article highlights the versatility of elicitation techniques – you can use them to test almost any aspect of language including but not limited to vocabulary, grammar and content. In this article some exercises for eliciting vocabulary, grammar and students' ideas are suggested. The article mostly focuses on exercises for pre-teaching vocabulary as vocabulary development is one of the most important aspects of language learning.
Keywords: elicitation techniques, eliciting, pre-teach, Maritime English, communicative skills, speaking.

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ТЕХНІКА ELICITING У ПРОЦЕСІ НАВЧАННЯ МОРСЬКОЇ АНГЛІЙСЬКОЇ МОВИ

Анотація. Однією із технік, які можуть бути використані в процесі викладання англійської мови є техніка Eliciting, яка дозволяє активно спонукати/заохочувати студентів дійти певного висновку, зрозуміти правило чи здогадатися про значення нової лексики самостійно – за підтримки, але без прямої допомоги з боку вчителя. У статті наведено список вчених та лінгвістів, які займались вивченням цієї теми. Ця стаття описує те, як техніка Eliciting може бути інтегрована в процес комунікативного викладання морської англійської мови та як вона може ефективно використовуватись на занятті. У статті доведено, що Eliciting – особистісно-орієнтована техніка, яка дозволяє учням приймати активну участь в процесі навчання, спонукаючи їх демонструвати отримані чи інтуїтивні знання, бо відомо, що особистісно орієнтоване навчання – саме той шлях, який дає змогу організувати навчання з повагою до особистості, з урахуванням особливостей індивідуального розвитку, потреб кожного студента. Eliciting може включати візуальну підтримку (малюнки, фотографії), запитання чи твердження, визначення, приклади, що активізують призабуті знання або ж наштовхнуть учнів на думку наголос, акцент, виділення. Стаття підкреслює універсальність техніки Eliciting – її можна використовувати для перевірки будь-якого аспекту мови, включаючи слова, граматику, зміст та багато іншого, ця техніка також сприяє у повній мірі розвитку мовленнєвих вмінь – студенти активно охопленні мовленнєвою діяльністю під час eliciting, вчитель лише спонукає їх до говоріння та контролює процес. В цій статті надаються приклади ефективних вправ та завдань на вилучення (eliciting) слів, граматики, ідей студентів перед тим, як приступити до вивчення теми або роботи над текстом. Стаття переважно розглядає вправи на введення нових слів за допомогою техніки Eliciting, так як розвиток словникового запасу – один із найважливіших аспектів вивчення мови.
Ключові слова: техніки Eliciting, допитування, морська англійська мова, мовленнєві вміння, говоріння.

Problem statement. Not so long ago teachers stood in front of the class and gave information to students who were passive participants in the lesson, but these days we prefer to give the students more power in the lesson and allow them to do more work. As a result, instead of the teacher providing students with the answers all the time, we encourage the students to contribute what they already know to the lesson. This further helps them to build on their foundation of knowledge. Nowadays teaching should be student-centered and appropriate techniques should be chosen in order to comply with this requirement. So the question is what techniques can be used to suit the requirement. One of the many student-centered teaching techniques we can use in the English as a foreign language classroom is eliciting – a range of techniques which are used by teachers to get information from students.

Recent research and publication. Elicitation technique which requests for students' verbal response is widely employed by the teachers in speaking class to encourage their speaking. The term elicitation is firstly introduced by J.M. Sinclair and R.M. Coulthard in 1975 to describe utterances in the classroom which elicit verbal responses. D. Nunan describes that elicitation is a procedure by which teachers' stimulate students to produce sample of the structure, function, and vocabulary items being taught [7, c. 306]. Some researchers such as M. Islamiyah, J. Jafari, M.I. Nurokhmah, M.J. Nathan and S. Kim, U. Bustami have conducted studies on elicitation in English language classroom. A thorough research has been conducted by M. Islamiyah in Content and Language Integrated Learning Classroom (CLIL) [3]. This research revealed that the questions used by the teachers in CLIL classroom were posed by using some elicitations which aimed to guide the students involved in the lesson. M. Islamiya stated that questioning can bridge the lower learners to be at the higher level of understanding and good questions could foster interaction between teachers and students [3]. A research by M.I. Nurokhmah on English teachers revealed that the teachers mostly used elicitation in the form of WH question [8]. U. Bustami noted that teachers' elicitation in language class can enhance students' language understanding. Their speaking proficiency can be trained through everyday teacher-students interaction

during teaching and learning process. According to M.J. Nathan and S. Kim classroom interaction and instructional conversation often includes teacher's elicitation which generates information, increases students' participation and greater students' cognitive development [6].

The purpose of the article. This article aims to investigate eliciting technique, its purpose, advantages, application and tasks used for elicitation.

Presentation of the main material. The objective of eliciting is to allow the learners the chance to participate actively in the learning process by letting them express their acquired or intuitive knowledge, and through critical thinking which will boost their language abilities by adding to what they already know. This technique draws out what the learners know through their relationship to the words they understand. But further than that, it enables the teacher to see what the learner knows, and so permits the teacher to add to their knowledge. Elicitation technique can be effectively used for teaching Maritime English – to get students to come up with vocabulary items, word meanings, ideas or associations. This technique involves the language learner in the process of discovering and understanding language. The key to successful eliciting lies in productive interaction between the teacher and the learner. There is no special time for eliciting to occur during the lesson. It can be used as needed – during any of the engage, study and activate sections of the lesson. Eliciting enables students to use specific language skills you are looking for. Teachers use elicitation to get information from students about what they know and what they don't know. Successful elicitation saves time and you can use eliciting techniques to test just about any aspect of language including but not limited to vocabulary, grammar, and content. The information the teacher gets while using eliciting techniques will help him or her plan more focused and applicable lessons. When you use eliciting techniques, your students are actively involved and they are the ones who are speaking. That means you are limiting teacher talk time, something we all strive to do. Students often communicate with each other, and that makes eliciting communicative. The more students can actually use English in the classroom, the more results they will achieve. You will need to start off the conversation with an appropriate prompt that will elicit the correct information. But once you do, you can step back and let the students conduct the conversation.

The use of elicitation in speaking class is aimed at motivating students to speak and train their use of grammar, vocabulary, pronunciation and fluency. Some points must be taken into consideration if you want to elicit effectively, they are as follow: a. make sure the class can hear both the question and the answer, it is important that everyone can hear answers given by other student; b. use a natural sounding, questions sound more inviting if it sounds like you really search for the answer; c. consider a wait-time where it allows students to think, don't hurry them and don't answer your own question; d. encourage rather than correct: when eliciting language, comments such as 'nearly right' and 'try again' are more constructive than 'no, does anyone else know the right answer?'; e. questions

can be nominated: ask the questions by calling out their name one by one. If a student can't provide the answer, ask another one.

In addition, elicitation can be done effectively by following the suggestions below:

➢ Don't ask students to repeat the incorrect answer, but ask different students to repeat the correct one. This helps them remember. For example, you elicited types of vessels and what they carry and one of the students said: "A container vessel carry containers". Ask them to repeat correctly: "A container vessel carries containers".

➢ Give feedback for each answer with comments or gesture because it can encourage and motivate them to learn more. If feedback is not given, students could be confused.

➢ Use more guided question to lead students to an expected response. For instance, while learning the topic "Ship's spaces" you can ask students: "Where do you go in your city if you need to get medical help? Where can you go on board a ship if you fell ill"?

➢ Use pictures. Pictures are the easiest way to elicit a particular item. Use pictures whenever you can but be careful that your pictures are not ambiguous, they don't always help to reveal what the word means but can even confuse the learners.

➢ Use description. If a picture doesn't work, describe the word or situation. Use definitions, synonyms and antonyms to provide a context to try to elicit words or meaning.

➢ Don't try to elicit everything. Eliciting is a fruitful technique if it is used appropriately. However, you have to be careful not to turn your lessons into guessing games, which may be fun but can also be upsetting and counter-productive. During your lesson planning decide what can be elicited and make sure you are prepared to do so – be it with pictures or easy explanations.

➢ Don't flog a dead horse. Sometimes even with the best of intentions, our students won't know what on earth we are trying to elicit and will guess everything except what we are looking for. If your students are struggling to understand your elicitation, give them the answer and move on.

Vocabulary development is one of the most important aspects of language learning. A person can know all the grammar very well but without the proper vocabulary to express themselves they will not be able to say anything. So it's essential that we, teachers, provide our students with the opportunities to use the words they have learned as we can, and we can do this through eliciting techniques. Vocabulary can be elicited in many different ways. Let's assume that there is a text about the common illnesses. Imagine you want to present this reading to your learners. How can you prepare them to understand the text completely? By engaging them through eliciting, you can start discussing health in general and then more personally and specifically. For instance, learners will start out by providing you with some of the basic, general language about common illnesses – words and phrases they know already. You can write these words and phrases on the board as they bring them up, organizing them into parts of speech: nouns, adjectives, verbs, etc. Later, you'll be able to erase all but the key words located in your text.

Conclusion. Eliciting may require a little bit more effort on your part but the benefits of eliciting language structures and content are great for your students. Eliciting creates a learner-centered environment and is very thought-provoking for the students. Moreover, it builds on the students' existing knowledge, linking old and new information. Eliciting can be used for a great deal of things such as eliciting vocabulary, grammar, synonyms, antonyms, background information, language forms and rules, general knowledge, opinions, feelings, contexts, meanings, memories, associations, ideas, situations, questions and answers. This technique is really effective for pre-teaching vocabulary, there are numerous techniques which can be used at this stage of the lesson. In conclusion, eliciting builds on the students' existing knowledge, linking old and new information.

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