

УДК 811.111(07)

L. N. Lukianenko

Л. М. Лук'яненко

Л. Н. Лукьяненко

*Oles Honchar Dnipropetrovsk National University*

*Дніпропетровський національний університет імені Олеса Гончара*

*Днепрпетровский национальный университет имени Олеса Гончара*

**WAYS OF INCREASING MOTIVATION IN TEACHING SPEAKING TO EFL STUDENTS MAJORING IN ENGLISH WITHIN THE FRAMEWORK OF THE LEARNER-CENTRED APPROACH**

**ШЛЯХИ ПІДВИЩЕННЯ МОТИВАЦІЇ СТУДЕНТІВ, ЯКІ ВИВЧАЮТЬ АНГЛІЙСЬКУ МОВУ ЯК ОСНОВНУ ІНОЗЕМНУ, ПРИ НАВЧАННІ ГОВОРІННЯ В РАМКАХ ОСОБИСТІСНО-ЗОРІЄНТОВАНОГО ПІДХОДУ ПУТИ ПОВЫШЕНИЯ МОТИВАЦИИ СТУДЕНТОВ, ИЗУЧАЮЩИХ АНГЛИЙСКИЙ ЯЗЫК КАК ОСНОВНОЙ ИНОСТРАННЫЙ, ПРИ ОБУЧЕНИИ ГОВОРЕНИЮ В РАМКАХ ЛИЧНОСТНО-ОРИЕНТИРОВАННОГО ПОДХОДА**

Розглянуто шляхи підвищення мотивації студентів, які вивчають англійську мову як основну іноземну, при навчанні говоріння в рамках особистісно-зорієнтованого підходу. Основну увагу приділено особистісно-зорієнтованим матеріалам та завданням, які можуть допомогти студентам філологічних факультетів розвивати мовні навички, необхідні їм у майбутній професійній діяльності. Творчо використовуючи підручники, викладачі можуть додати вправи, які підвищують зацікавленість студентів у мові, що вивчається. Адаптація деяких завдань до текстів у підручнику, які не стимулюють розвиток навичок говоріння, заміна окремих завдань матеріалами викладачів можуть повністю змінити атмосферу заняття і зробити його незабутнім. Один з найбільш ефективних шляхів підвищення мотивації студентів при навчанні говоріння є використання завдань, які розробляються та складаються самими студентами. Серед них є лексичні та граматичні вправи, мовні та комунікативні ігри, вікторини та тести. Розробляючи їх, студенти вчаться працювати в малих групах, допомагаючи один одному, без надмірного контролю з боку викладача. Це дозволяє студентам виступати в якості його рівноправних партнерів, які несуть відповідальність як за свої академічні досягнення, так і за успіх заняття в цілому. Крім вибору сучасних матеріалів, використання різних комунікативних завдань, які стимулюють пізнавальний інтерес студентів та допомагають їм спілкуватися більш вільно на заняттях, є ще одним ефективним способом підвищення мотивації студентів. Завдання, що ґрунтуються на інформаційній прогалині, види діяльності, які потребують вирішення проблеми, різноманітні навчальні ігри, включаючи рольову гру, знаходяться серед комунікативних засобів навчання, які можуть активізувати студентів та змусити їх діяти спонтанно та з більшим ступенем автентичності.

*Ключові слова:* особистісно-зорієнтований підхід, особистісно-зорієнтовані матеріали, завдання, які розробляються та складаються самими студентами, комунікативні засоби навчання, рольова гра.

Рассмотрены пути повышения мотивации студентов, изучающих английский язык как основной иностранный, при обучении говорению в рамках личностно-ори-

ентированного подхода. Основное внимание уделено лично-ориентированным материалам и заданиям, которые могут помочь студентам филологических факультетов развивать языковые навыки, необходимые им в будущей профессиональной деятельности. Творчески используя учебники, преподаватели могут добавить упражнения, которые повышают заинтересованность студентов в изучаемом языке. Адаптация некоторых заданий к текстам в учебнике, которые не стимулируют развитие навыков говорения, замена отдельных заданий материалами преподавателей могут полностью изменить атмосферу занятия и сделать его незабываемым. Одним из наиболее эффективных путей повышения мотивации студентов при обучении говорению является использование заданий, которые разрабатываются и составляются самими студентами. Среди них есть лексические и грамматические упражнения, языковые и коммуникативные игры, викторины и тесты. Разрабатывая их, студенты учатся работать в малых группах, помогая друг другу, без чрезмерного контроля со стороны преподавателя. Это позволяет студентам выступать в качестве его равноправных партнеров, которые несут ответственность как за свои академические достижения, так и за успех занятия в целом. Кроме выбора современных материалов, использование различных коммуникативных заданий, стимулирующих познавательный интерес студентов и помогающих им общаться более свободно на занятиях, является еще одним эффективным способом повышения мотивации студентов. Задания, основанные на информационном пробеле, виды деятельности, требующие решения проблемы, различные обучающие игры, включая ролевую игру, находятся среди коммуникативных средств обучения, которые могут активизировать студентов и заставить их действовать спонтанно и с большей степенью аутентичности.

*Ключевые слова:* лично-ориентированный подход, лично-ориентированные материалы, задания, разработанные и составленные самими студентами, коммуникативные методы обучения, ролевая игра.

The article is dedicated to ways of increasing motivation in teaching speaking to EFL students majoring in English within the framework of the learner-centred approach. It focuses on learner-centred materials and tasks which can help learners develop language skills that will be necessary for them in their future careers. Using textbooks creatively, EFL teachers can add some exercises which extend the students' engagement with the target language. Adapting some tasks on the basis of reading texts in a coursebook, when these reading materials are dealt with in an uncreative way, replacing some activities in the manual with the teacher's own material can completely change the atmosphere of the class and make it memorable. One of the most effective ways of improving learners' motivation in teaching them speaking is using learner-generated activities. Working out and compiling vocabulary and grammar exercises, various language and communicative games, quizzes and tests, students learn to work in small groups helping each other without excessive control on the part of the teacher. It enables them to act as the teacher's equal partners who are responsible for both their own academic achievement and the success of the whole class. Apart from the choice of real-life oriented materials which can arouse students' interest and correspond to their needs, the use of various communicative activities stimulating learners' cognitive interest and helping them communicate more freely in the language classroom is another efficient way of strengthening EFL students' motivation. Information-gap activities, problem-solving tasks, various teaching games, including role play, are among communicative techniques which can activate students and make them act spontaneously and with a greater degree of authenticity.

*Keywords:* learner-centred approach, learner-centred materials, learner-generated activities, communicative techniques, role play.

Over the past decades, there has been a gradual shift from a teacher-centred to a learner-centred approach. In Ukraine a lot of EFL teachers try to follow new democratic

tendencies in education putting learners' needs in the centre of the curriculum. They respect their critical mind and independence of their learning efforts, bring up positive attitude towards learning foreign languages by providing real possibilities for spiritual development and emotional self-expression, through the feeling of personal success, moral comfort and a joyful learning atmosphere. EFL teachers have left aside traditional methods of teaching which were often very conservative, ineffective and uniform and have become more flexible providing their learners with substantial possibilities of choice of learning methodologies and learning materials which have become real-life oriented.

The learner-centred approach is a way of teaching based on a set of principles which have aspects in common with other teaching approaches: learner autonomy, self-access learning, learner training and task-based learning. Due to its innovative principles, learner-centred teaching creates new roles for both teachers and students, thus changing the relationship between them. The teacher is no longer authoritarian, as learning is now regarded as an individual activity as well as a socially shared experience. A new emphasis on collaborative effort between teachers and learners also assumes a greater contribution from the learner in the learning process. The learner is no longer a passive recipient but an active participant in the classroom process. EFL teachers act as facilitators of the learning process. They design activities and assignments that engage learners in cooperative learning by providing them with opportunities to express their opinion and ideas.

The problem of EFL teaching within the framework of the learner-centred approach has been extensively discussed in professional literature. The work by M. Weimer «Learner-Centred Teaching» [9] is one of the most modern and comprehensive studies in this field where the author identifies five practice areas to work on in order to achieve learner-centred teaching: the function of content, the role of the teacher, the responsibility for learning, the process and purposes of evaluation and the balance of power. The work by P. Blumberg [1] is a practical guide for EFL teachers which provides them with valuable tools that can help them use the learner-centred approach in the language classroom. In their articles, S.J. Coffman [2], R. Felder and R. Brent [3], B. Oakley, R. Felder, R. Brent and I. Elhajj [7] propose some effective teaching strategies that should be implemented in student-centred classrooms, in particular the ones that turn student groups into effective teams whose members take responsibility for their learning.

The purpose of this article is to consider some ways of increasing motivation in teaching speaking to EFL students majoring in English within the framework of the learner-centred approach, particularly creating, adapting and tailoring teaching techniques, activities and materials in order to help students develop those language skills which will be necessary for them in their future careers, including adapting textbooks to the class so as to provide a language-rich environment for their learning process and using learner-generated activities at each stage of the lesson, as well as involving students more in collaborative and cooperative learning through pair work, group work and various communicative activities and techniques, role-play in particular, that can promote the target language use.

There is no denying the fact that the choice of appropriate real-life oriented materials, including authentic texts, as well as tasks which mirror the students' future professional activities is one of the constituents of the success in teaching speaking to EFL students. It is known that teaching any subject is connected with using a textbook as the main means of education. Nevertheless, however well coursebooks are planned, they can be inappropriate for teachers and students who approach them with a degree

of healthy skepticism. Some teachers may not use them at all, some use them as supplementary materials when the need arises, others use them selectively and supplement them with other materials excessively. Even though nowadays there are a great number of coursebooks of the new generation of manuals based on communicative approach to EFL teaching which are specially designed to increase learners' motivation and involve them in effective learning process, their authentic materials, the content of which reflects a real language of native speakers or of competent language users, are not exploited to the full. All the facts mentioned above give a serious reason for EFL teachers to use a variety of learner-centred materials and tasks which can exploit the students' background knowledge and encourage them to cooperate with one another and get involved in their learning. If not everything in the textbook is wonderful, and teachers want to bring their own personality to the teaching task, addition, adaptation and replacement are very important. «That is when the teacher's own creativity really comes into play. That is when the dialogue between the teacher and the textbook really works for the benefit of the students» [5, p. 117].

Addition is a good alternative since it uses the textbook strengths but «marries them with the teacher's own skills and perceptions of the class in front of him or her» [5, p. 111–112]. If the lesson is rather boring, too controlled, or if it gives no chance for students to use what they are learning in a personal kind of way, the teacher may want to add activities and exercises which extend the students' engagement with the language or topic.

Another option is for EFL teachers to adapt what is in the book. If a reading text in the coursebook is dealt with in a boring or uncreative way, students can be involved in doing speaking tasks worked out and compiled by their teachers on the basis of the same language material designed by the authors of the coursebook. Adapting an original textbook idea by putting it in their own activities, EFL teachers stay faithful to the language and topic of the writers. Apart from addition and adaptation, two more alternatives, when the teacher decides that the textbook is not appropriate, are replacement and omission of manual activities from the lesson [4].

The teacher's decision to try and find his or her own material results in a radically different type of a lesson. This has obvious advantages: the teacher's own material probably appeals to him or her more than the textbook and it may be more appropriate for the students. Replacement activities can be really good for the teacher and the class if they completely change the atmosphere of the lesson and make it memorable. Thanks to them, the students practise the language which the textbook wants them to, but in a completely different context.

Omitting coursebook activities from the lesson or lessons from textbooks, the teacher tries to solve the problem of inappropriacy of this material, which allows him/her to succeed in something else.

In short, a coursebook should be related to critically: EFL teachers should be aware of its good and bad points in order to make the most of the first and compensate for the second. If the texts are too easy, teachers may need to substitute or add further texts. If they are too difficult, they may still be used: «by careful pre-teaching of vocabulary, by introductory discussion of the topic, by preliminary explanation of key sections, by careful omission of difficult bits» [8, p. 188].

Besides, EFL teachers should make sure that the task activities and exercises provide opportunities for plenty of use of the target language, cover a satisfactory range of language items and skills. These tasks ought to be relevant and useful for the class, there must be a balance between accuracy and fluency practice.

All teachers are concerned about how to make the process of teaching interesting and not to limit themselves as teachers going backward. If they have been teaching the same topic with the same books in the same classrooms for a number of years, it may be difficult to sustain much enthusiasm, interest and creativity. There are some problems which arise in the process of teaching. Among them is the problem of inadequate books and too little preparation time. EFL teachers spend a lot of time preparing the materials. They can be assisted by students who can suggest and set up their own activities which do not only cut down teachers' preparation time but also create a positive cooperative group spirit. Working in small groups of three or four, they help each other without the teacher controlling every move, whose role is now peripheral rather than central. They take some of their own learning decisions, they make up their mind about what language to use to complete a certain task, and they work without the pressure of the whole class listening to what they are doing. What is more important, they are not afraid of making mistakes because the teacher responds to their errors and failures as opportunities for learning, not for criticism.

Working out and compiling vocabulary and grammar exercises, various language and communicative games, quizzes and tests, students learn to check each other's work using different sources.

Some of these learner-generated activities, including speaking activities such as role play, discussion, asking questions of personal response etc., are time-consuming. So students should be provided with enough time for their preparation, and some of these tasks can be given as their homework.

If EFL teachers want to use student-generated activities in their work, they should start with the topic of the lesson or even with the theme of the unit, which in its turn covers a wide variety of related topics. They ought to try to find out which of them are interesting to the learners and suggest making their own lists of points they would like to discuss in groups and in class. All these data can help teachers make their students interested in the topic and in the end stimulate their interest to study.

Learner-generated activities can be presented at each stage of the lesson starting with warming-up activities at the beginning of the lesson, for example, puzzles, crosswords, quizzes, guiding questions etc. They may be relaxing activities such as jokes and songs which create a special warm atmosphere that facilitates learning. Finally, they may be the climax of the lesson which is regarded by learners as an important event in their student life when they are looked on as the teacher's equal partners who are responsible for both their own academic achievement and the success of the whole lesson.

Apart from the choice of real-life oriented materials different in their style and subject matter which can arouse students' interest and correspond to their needs, the use of various communicative activities stimulating learners' cognitive interest, providing useful fluency practice and helping students communicate more freely in the language classroom is another effective way of increasing EFL students' motivation in teaching speaking within the framework of the learner-centred approach. Information-gap activities, problem-solving tasks, various teaching games, including role play and simulations (situations in which students play a role that they sometimes have in real life), are among communicative techniques which can effectively activate students and make them act spontaneously and with a greater degree of authenticity. All of them should be carefully planned to enable learners to participate. If students are stuck for ideas and do not know what to say, EFL teachers can help them with photos, pictures, charts and diagrams. Setting up any type of role play, in particular closely-controlled teacher-directed role play activities preparing the ground for role play, improvised role plays as well as

those which are based on information gap or role plays that require creative solution to a problem by students working in groups, EFL teachers should plan their work according to the following pattern: *engage-activate-study* – that is, the teacher gets students interested in the topic, the students do the task while the teacher watches and listens, and then they study any language issues that the teacher has identified as problems. Teaching materials that can be used for role play can be taken from books, movies, cartoons and play-scripts and should be based not only on teaching objectives but also on students' interests. Choosing a situation for a role play is the first step in setting up a role play. One way for EFL teachers to make sure the role play is interesting is to let the students choose the situation themselves. Scenes from a book or a movie as well as from learners' own life can provide many different role play situations. The next step envisages linguistic preparation for the role play, which is essential for success. When preparing improvised role play, teachers should bear in mind that their students may require help not only with ideas but also with language. Introducing new vocabulary, writing down useful expressions and appropriate structures on the blackboard can make the students more confident while acting out a role play. Some help can be given on the role cards which should be concise and contain only essentials. If linguistic structures are suggested for use, they should be ones that the students are already familiar with. Another important step to take is to assign the roles. In classes where EFL teachers try to shift some of the responsibility for learning from their own shoulders to those of the students, it is advisable that the students themselves take responsibility for choosing the roles. As for the role of the teacher at this stage, «it must be as unobtrusive as possible» [6, p. 36]. The final step in applying role play in teaching is debriefing, which is as important as the main activity. In the learner-centred classroom the teacher should insist on evaluation rather than criticism, and make sure that the students talk about what went well before they get on to what went badly. This encourages positive thinking about the experience.

Many speaking tasks, in particular role-play, problem-solving and discussion are enjoyable in themselves. They improve motivation, allow natural learning and create a context which supports learning. They are usually learner-directed and often involve pair and small group work which increases the sheer amount of learners' talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the whole class. Of course, there are some drawbacks of group work. In particular, the teacher cannot supervise all learners' speech and correct all serious mistakes that can be made. Nevertheless, even taking into consideration occasional mistakes, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set-up.

To sum up, there are different ways to strengthen EFL students' motivation in teaching speaking in the learner-centred classroom. Using textbooks creatively is one of the premier teaching skills. Student-centred teachers should connect learners and resources by designing materials, speaking tasks and activities that can engage EFL students and provide opportunities for them to use the target language as much as possible. However good the material is, most teachers do not go through it word for word. Instead, they use the best bits, add their own activities and exercises stimulating learning and adapt the lesson using the same basic material. Sometimes they replace textbook material with their own ideas or materials from other books and occasionally they may omit the textbook lesson completely. Learner-based activities can also be helpful to teachers who have few additional resources available to them and limited time to prepare supplementary materials. Thanks to them, students are involved in making deci-

sions about their own learning. Generating their own activities, students gain some controlled power over those learning processes that directly affect them and consequently become more interested and motivated in developing their speaking skills. Involving students in cooperative learning through various communicative activities, role play in particular, student-centred teachers create learning environments that motivate students to accept responsibility for learning. Information-gap activities, problem-solving tasks, all kinds of communicative games are learner-centred activities which meet students' needs. Thanks to communicative games, including role play, less confident students get the chance to put their knowledge of the new language into practice in a non-threatening environment where learners get used to helping and learning from each other. Meanwhile, the teacher acts mainly as a facilitator who monitors learners' work, gives them help, advice and encouragement when it is needed.

A wide and promising area of future research might be the problem of evaluation, the area that EFL teachers need to work on in order to achieve learner-centred teaching. A new purpose of evaluation assigns a new role to students: they should learn how to assess their own performance and actively participate in the assessment of their peers' work.

### References

1. **Blumberg P.** Developing Learner-Centered Teaching: A Practical Guide for Faculty / P. Blumberg. – San Francisco : Jossey-Bass, 2008. – 352 p.
2. **Coffman S.J.** Ten Strategies for Getting Students to Take Responsibility for Their Learning / S.J. Coffman // College Teaching. – 2002. – № 51. – P. 2–4.
3. **Felder R.** Navigating the Bumpy Road to Student-Centered Instruction / R. Felder, R. Brent // College Teaching. – 1996. – № 44(2). – P. 43–47.
4. **Grant N.** Making the Most of Your Coursebook / N. Grant. – Harlow : Addison Wesley Longman, 1987. – 128 p.
5. **Harmer J.** How to Teach English / J. Harmer. – Harlow: Addison Wesley Longman, 1998. – 198 p.
6. **Livingstone C.** Role Play in Language Learning / C. Livingstone. – Harlow : Longman, 1983. – 94 p.
7. **Oakley B.** Turning Student Groups into Effective Teams / B. Oakley, R.M. Felder, R.M. Brent, I. Elhaji // Journal of Student-Centered Learning. – 2004. – № 2(1). – P. 9–23.
8. **Ur P.** A Course in Language Teaching / P. Ur. – Cambridge : CUP, 2003. – 375 p.
9. **Weimer M.** Learner-Centered Teaching / M. Weimer. – San Francisco : Jossey-Bass, A Wiley Company, 2002. – 258 p.

*Надійшла до редколегії 11.10.2015*