

УДК 378.147.: 811.161.1

<http://orcid.org/0000-0003-0591-0305>

<http://orcid.org/0000-0002-5812-3818>

SPEAKING CLUB AS THE METHOD OF SPEAKING SKILLS IMPROVING

Haidei K.I.,

Orobinska M.V., PhD in Philology (Kharkiv)

The article deals with such a form of foreign students' speaking skills development as a speaking club. Examples of classes and educational activities are represented. The article deals with the problem of modern students' motivation during foreign languages studies. Creation of the artificial language surrounding is offered as a productive mean of facilitating motivational and educational processes. The article is illustrated with the methods of creation of the artificial language surrounding that may be used at any stage of teaching foreign languages. Conclusions about the advantages and disadvantages of using this type of activity are made.

Speaking skills improving is needed in learning foreign language. The difficulty in communication skills developing lies in the fact of students' stiffness in using language in real life communication. The communicative failure leads to

decreasing students' motivation. The authors state, that one of possible solutions for this problem is immersion in artificially created language surrounding. It is noted that the creation of the artificial language surrounding includes numerous methods. Most of them encourage students to take part in training activities, thereby contributing to speaking skills improving. Methods of artificial language surrounding are represented and described. It is also pointed out that effective forms of training language include acquaintances of language patterns and dipping into communicative situations. The authors offer the way of connecting these forms in such activity as speaking club. It is emphasized that the informal surrounding of speaking club meetings contributes to active students' involvement to the conversation. The didactic potential of Russian language speaking club is analyzed. The authors conclude, that the speaking club had positive results not only in improving communication skills, but also in increasing of motivation, cognitive interest.

Key words: increasing of motivation, methodology of teaching foreign languages, Russian as a foreign language, speaking club, speaking skills.

Гайдей К. І., Оробінська М. В. Розмовний клуб як форма розвитку мовленнєвих навичок. У статті розглядається така форма розвитку мовленнєвих навичок студентів-іноземців на початковому етапі вивчення російської мови як іноземної, як розмовний клуб. Пропонується використання штучного мовного середовища як засобу вдосконалення мотиваційного та навчального процесів. Наводяться приклади занять та виховних заходів. Надаються висновки щодо недоліків та переваг використання цього виду діяльності.

Ключові слова: методика викладання іноземних мов, мовленнєві навички, підвищення мотивації, розмовний клуб, російська мова як іноземна.

Гайдей Е.И., Оробинская М.В. Разговорный клуб как форма развития речевых навыков. В статье рассматривается такая форма развития речевых навыков студентов-иностранцев на начальном этапе обучения русскому как иностранному, как разговорный клуб. Предлагается использование искусственной языковой среды как средства совершенствования мотивационного и учебного процессов. Приводятся примеры занятий и воспитательных мероприятий. Делаются выводы о недостатках и достоинствах использования данного вида деятельности.

Ключевые слова: методика преподавания иностранных языков, повышение мотивации, разговорный клуб, речевые навыки, русский язык как иностранный.

The topicality of the research. It is a well-known fact, that the conversational skills development of foreign students studying Russian language is one of the main priorities of education, as the satisfaction of communicative needs is one of the first tasks that a person faces with immersing in the alien language environment.

The **purpose** of the given article is representation of the modern methods for increasing students' motivation and developing conversation skills in learning foreign language.

The aim of the research leads to formulation and solution of the following **tasks**: 1) to reveal the most effective methods for stimulating students' speaking activity, improving conversation skills and increasing motivation; 2) to describe the practical application of these methods, based on such kind of activity as speaking club.

The relevance of the topic depends on the fact, that students' motivation is decreasing constantly, but the demands to students are increasing. There is well-known Terrell H. Bell's phrase: «There are three things to remember about education. The first one is motivation. The second one is motivation. The third one is motivation».

The review of scientific works shows that ways of increasing students' motivation is one of the matters of interest of modern pedagogy and methodology. Numbers of scientific works deal with this problem [7; 8; 10; 13].

The one may face with the different definition of the term «motivation to learn». E.g., H. Marshall determines motivation to learn as «the meaningfulness, value, and benefits of academic tasks to the learner – regardless of whether or not they are intrinsically interesting» [9: 239]. Motivation to learn is defined by C. Ames as long-term, quality involvement in learning and commitment to the process of learning [5: 410]. Thus, there is no one approach to understanding this term. The definition given by D. Schunk, P. Pintrich, J. Meece that seems to be to be the most acceptable. It is as following: «Motivation is the process whereby goal-directed activity is instigated and sustained» [12: 19].

Creation of artificial language surrounding may be used as a productive mean of facilitating motivational and educational processes during foreign language studies.

The great influence of language surrounding on the forming and language skills improving is well-known [6]. The language surrounding is

usually determined as a kind of communicative space, which communication is realized in [1: 356].

While using the artificial language surrounding students' goals and means exchange their places. The language competence is no more an aim, it becomes a mean of achieving communicative targets, for expressing one's own position. Artificial language surrounding may be created with modelling of every day communicative situations or holding different types of events that mean to involve students into active participation.

Methods of artificial language surrounding creation: role-playing games, discussions, games, involving into performances.

- Role-playing games.

A role-playing is a game in which players assume the roles of characters in a fictional setting. Players take responsibility for acting out these roles within a narrative, either through literal acting or through a process of structured decision-making or character development [11]. Modelling everyday conversational situations has a positive effect on process of studying foreign languages. During role-playing games students get ready to the situations they may face in real life. It is an easy and productive task. E.g. students may be offered to participate in really ordinary situations (asking about the route if one got lost; dealing with people on the bus stops, shops, etc.), that would get students familiar with speech etiquette of the foreign country and give some tips of how to behave in some particular situations. Role-playing of extraordinary situations may be used as the introduction part to other types of activities. E.g. situation in a bus, when there are two couples, a man of one couple is sitting and a woman of the second one is sitting, participants get the role and should discuss their characters' points of view. Also a role-playing game may be the part of a brainstorm or discussion. E.g. during the discussion students might not be able to choose their position, but have to support some position because of their parts. Role-playing is also useful for brainstorming. Some of the participants may have the part to cheer up the team, others may criticize everything and so on.

- Discussions.

That's obvious that discussions have positive influence on speaking and mental activity actualization, but it's either a common situation, when a tutor's part is just to offer the topic and let students speak. In such a case no productive effect may be observed. Students should be involved

into discussion step by step without their own understanding what they are encouraged to do. Otherwise, the discussion turns to be such a «free speaking». For the discussion of family issues the following activities were chosen. For the acquaintance students were asked to enumerate people who are precious for them. It was predictable, that family members would be in students' lists. So it was the introduction of the class topic. Then there was a task to define what a family is (and it the first step towards the discussion, because most of people have different vision, what should be included in this notion). Task to share home duties between a man and woman is another exercise that involves student into active participation in the discussion. The ways of family conflicts resolution was the summarizing stage of this discussion. Students were asked to participate in the role-playing game. The rules of the game were as following. The wife hasn't cooked dinner and the husband hasn't got the salary. The way students represent their parts is the way they would act in the real life conflict. Students' presentations were discussed at the end. So the discussion was supported not only by questions, but also by involving into different kinds of activities that stimulate debates.

- Games.

Board games and ordinary games are very effective methods that may be used to create artificial language surrounding during foreign language classes. E.g. the using of the game «Mafia» is well-known. This game stimulates not only speaking activity, but mental one as well. This is a salon team psychological role-playing game with a detective story, which simulates fighting informed members of the organized minority against the unorganized majority.

- Involving into performances.

Involving students into different types of creative activities has a positive influence not only on emotional and motivational spheres, but on cognitive sphere as well. Producing videos, theatric performances, organizing cultural events students face unfamiliar situations and have to use the language that they study in a new way. In this case the language becomes just the mean of achieving the result. But to get the desirable result students still need to use the language.

So artificial language surrounding is an effective mean of improving students' motivational and educational spheres. The improving is achieved because of dipping into conversational situations, that stimulate speaking

activity, and events, that require both speaking and production of some actions.

The conversational skills development of foreign students studying Russian language is one of the main priorities of education, as the satisfaction of communicative needs is one of the first tasks that a person faces with immersing in the alien language environment.

It stated that «the difficulties of speech activity in a foreign language are explained by low levels of the functioning of the speech mechanisms, adapting to a foreign language. There is a need in the special exercises that are determined by the efforts to develop separate skills and all mechanisms together» [3: 54].

It seems appropriate to use in foreign language trainings forms that allow combining language practice, acquaintance with the social patterns of the country whose language is studied and immersion in a communicative situation. These aims can be achieved by using such modalities as speaking club.

Speaking Club is a form of language learning, in which learning has the following forms: discussions, games, conversations, role-playing games, work with videos. Meetings are usually held in an informal places, such as coffees, shops, parks, on the street and often resemble a casual conversation. However, this is a training. At the meetings, there is always a tutor or a native speaker who corrects errors and can perform the analysis at the end of classes. His task is to hold a conversation and to bring to it the shyest participants.

A native speaker demonstrates the correct construction of sentences, correct pronunciation, tells about the specifics of the use of certain expressions, etc. [4].

Some words in brief about the didactic potential of practical training in Russian language communicative-game club «Ça va» that was organized at the Department of Philology Faculty training foreign citizens of Kharkov National Automobile and Highway University. The aim of the club is to develop communication skills, increase interest and motivation for learning Russian language, acquaintance with the cultural identity of communicative behavior and communication.

During the academic year Speaking Club «Ça va» conducted 16 training meetings on the following particular topics: dating, occupations, New Year, family, love, city, discrimination, dreams, future and career. The topic of

the next lesson, students could learn at the club page on Facebook [2]. The wishes of students and their desire to go through the process of adapting to a new language environment with the least difficulty were taken into account during the selection of themes for the club meetings. The form of this or that class was chosen depending on the subject, the level of students' language abilities, cultural and social value of the materials, the availability of audio and video material that may be used in the classroom. They are role playing games, discussions, watching of short feature films followed by discussion, projects (interactive presentations).

For example, during the discussion on the topic «Family» participants were asked to distribute the household duties between husband and wife, to justify the distribution, to participate in a role play. The players were forced to dive into the new situation that prompted them to think and act more variability. In these classes for the students it is very important to express its position, so that activated their language skills. As a result of this practical communications students memorize the features of the lexical content of dialogues in a certain speech situation, as well as stylistic norms and language means for designing their own statements.

Foreign students were happy to participate in the New Year quest, role-playing game «Introduction» on St. Valentine's day, had tried their hand in a public speech on the Day of oriental culture and enthusiastically participated in the preparation of the final theatrical production of «My first year in Ukraine».

During the New Year Quest foreign students fulfill a number of tasks associated with the language and extralinguistic factors affecting the communication process. For example, participants had to solve puzzles, write a letter to Santa Claus, show the words with gestures to the team members who had to guess them, as well as to pass the maze, to collect the right word and put the fragments of a New Year's image, describing it. Gaming technology used at the club sessions allows students to develop communication skills and accumulate the language material for ease of communication.

At the classes of the speaking club «Ça va», students of the preparatory faculty in a friendly atmosphere interacted in the group expressing their opinions, making small posts, sharing their impressions, using new language skills learned during the academic year. It helped the participants to remove the «language barriers» and to build their communication strategy.

The disadvantages of working Speaking Club is attributed an unstable set of participants. Due to the non-fixed number of participants and the frequent changes in the composition of the group there were difficulties in organization.

Also, it was difficult to work with a group of students with different levels of language competence, but even the participants that have a minimum of language skills dealt with the offered communicative tasks successfully.

The club had attracted the attention not only of foreign students of the preparatory faculty, but Ukrainian students as well. Ukrainian students contributed to the linguistic and cultural integration of students. This had a positive effect on students' learning and motivational spheres, because many of students had difficulties in communication with representatives of other cultures.

One more of club working positive results is the increase of foreign students' interest in university life. At the initiative of the students the Day of oriental culture was held. During this holiday the preparatory faculty students tried to acquaint Ukrainians with the peculiarities culture in their countries.

Conclusion. The work of the communicatively-game club «Ça va» motivated the growth in foreign students' activity, independence, cognitive interest, communication and intellectual skills. Thus, for the final session the participants of the club had shot several video clips that can be used as teaching material in the classroom trials.

The prospects of the research include the investigation ways of involving speaking club methods into everyday class activities, improving methodological and theoretical bases, qualitative and quantitative widening of working methodic, used in speaking club activities (in particular, creation of music and drama school, in which foreign students are able to develop speech skills, enhancing their creativity).

LITERATURE

1. Жеребило Т.В. Словарь лингвистических терминов / Т.В. Жеребило. – [Изд. 5-е, испр. и доп.]. – Назрань : Пилигрим, 2010. – 487 с.
2. Разговорный клуб русского языка «Ça va?» [Electronic resource] // Facebook. – Access mode : <https://www.facebook.com/speakingclubcava/>.
3. Русский язык как иностранный. Методика обучения русскому языку : учеб. пособие для высш. учеб. заведений [Текст] / [Г.М. Васильева и др.] ; под ред. И.П. Лысаковой. – М. : Гуманитар. изд. центр ВЛАДОС, 2004. – 270 с.

4. Шкрабо О.Н. Аудиовизуальный метод в обучении иностранному языку в высшей школе [Текст] / О.Н. Шкрабо // Молодой ученый. – 2013. – № 12. – С. 543–545.
5. Ames C.A. Motivation : What Teachers Need to Know / C.A. Ames // Teachers College Record. – 91 (3). – 1990. – P. 409–421.
6. Dörnyei Z. Motivation and Second Language Acquisition / Z. Dörnyei, R. Schmidt // Natl Foreign Lg Resource Ctr. – 2001. – 499 p.
7. Eccles J.S. Negative Effects of Traditional Middle Schools on Students' Motivation / [J.S. Eccles, A. Wigfield, C. Midgley, D. Reuman, D.M. Iver, F. Feldlaufer] // The Elementary School Journal. – 1993. – No. 5 – P. 553–574.
8. Emmons R.A. The psychology of ultimate concerns : Motivation and spirituality in personality / R.A. Emmons. – New York, NY, US : Guilford Press, 1999. - 230 p.
9. Marshall H.H. Motivational Strategies of Three Fifth-Grade Teachers / H.H. Marshall // The Elementary School Journal. – 1987. – P. 135–150.
10. Rathunde K. Middle School Students' Motivation and Quality of Experience : A Comparison of Montessori and Traditional School Environments / K. Rathunde, M. Csikszentmihalyi // American Journal of Education. – 2005. – № 3. – P. 341–371.
11. Role-playing game [Electronic resource] // Wikipedia. – Access mode : https://en.wikipedia.org/wiki/Role-playing_game.
12. Schunk D.H. Motivation in Education : Theory, Research, and Applications / D.H. Schunk, P.R. Pintrich, J. Meece. – Pearson/Merrill Prentice Hall, 2008. – 247 p.
13. Stipek D.J. Motivation To Learn : From Theory to Practice / D.J. Stipek. – ERIC. – Boston : Alyn & Bacon, 1993. –292 p.

REFERENCES

- Ames, C.A. (1990) Motivation: What Teachers Need to Know. *Teachers College Record* 91(3), pp. 409–421.
- Dörnyei, Z. and Schmidt R. (2001) Motivation and Second Language Acquisition. *Natl Foreign Lg Resource Ctr*.
- Eccles, J.S., Wigfield, A., Midgley, C., Reuman, D., Iver D.M. and Feldlaufer, F. (1993) Negative Effects of Traditional Middle Schools on Students' Motivation. *The Elementary School Journal*, 5, pp. 553–574.
- Emmons, R.A. (1999). The psychology of ultimate concerns: Motivation and spirituality in personality. New York, NY, US: Guilford Press [in English].
- Marshall, H.H. (1987) Motivational Strategies of Three Fifth-Grade Teachers. *The Elementary School Journal*, pp. 135–150.
- Rathunde, K. and Csikszentmihalyi, M. (2005) Middle School Students' Motivation and Quality of Experience: A Comparison of Montessori and

- Traditional School Environments. *American Journal of Education*, 3, pp. 341–371.
- Razgovornyj klub russkogo jazyka “Ça va?” [Russian language speaking club “Ça va?”]. *Facebook*, [online]. Available at: <https://www.facebook.com/speakingclubcava/> [in Russian].
- Role-playing game. *Wikipedia*, [online]. Available at: https://en.wikipedia.org/wiki/Role-playing_game.
- Schunk, D.H., Pintrich, P.R. and Meece, J. (2008) *Motivation in Education: Theory, Research, and Applications*.
- Shkrabo, O.N. (2013). Audiovizual’nyj metod v obuchenii inostrannomu jazyku v vysshej shkole [Audiovisual method in training of foreign language in higher educational institutions]. *Molodoj uchenyj*. 12, pp. 543–545 [in Russian].
- Slovar’ lingvisticheskih terminov. (2010) [Dictionary of linguistical terms] 5th edition. Nazran’: Izd-vo “Piligrim” [in Russian].
- Stipek, D.J. (1993) *Motivation To Learn: From Theory to Practice*. ERIC.
- Vasil’eva, G.M. and others. (2004) *Russkij jazyk kak inostrannyj. Metodika obuchenija russkomu jazyku*. [Russian as a foreign language. Training methodology in Russian language: manual for higher educational institutions]. Eds. I.P. Lysakova. M.: Gumanitar. izd. centr VLADOS, 2004. – 270 p. [in Russian].