

СЕКЦІЯ XX. ПЕДАГОГІКА ТА ОСВІТА

EXTRA CURRICULAR ACTIVITIES TO MOTIVATE STUDENTS TO LEARN A FOREIGN LANGUAGE

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Nowadays the importance of motivating factors to learn a foreign language has reached a very high level. Taking into consideration an online studying mode, teachers need to find new creative approaches and develop ideas on provoking students' interest to study. The specific feature of English for specific purposes is that during the lesson students don't have enough time to discuss some general topics, like current events, hobbies and interests, etc., but as practice shows, they have the desire to relax and communicate. Moreover, when they study online, they are deprived of student social life, which impacts their overall motivation to study and has a negative effect on their communication skills. Therefore, a good option would be to provide the students with extracurricular tasks, which would lead to forming the desire to organize an informal meeting to discuss different issues.

According to several types of research conducted by Albayrak H., Demydovych O., Holik O., and Zakhir M., the introduction of extracurricular activities has a positive impact on student's motivation to learn English. In particular, Marouane Zakhir conducted research, which included 97 students. The results revealed that such activities are a great motivation for the students, and moreover they facilitate teaching English. Also, a very important fact is that according to Zakhir M., the students became more sociable and ready for long-life learning [3]. Another interesting research was conducted by scholars Demydovych O. and Holik O. They analysed the overall students' improvement of the basic language competences, including reading, listening, speaking and writing. The research lasted for five years (2012-2017), and 140 students of non-linguistic specialities took part in it. The idea was to organise a speaking club and observe the changes in students' language proficiency. The results demonstrated an increase in students' language competence and their general contentment [2]. Albayrak H. in her research observed the students' (340 people took part in the survey) reaction to extracurricular activities, and concluded that students had positive attitudes towards participation in such activities and their overall motivation to learn English has grown significantly [1].

Based on the works mentioned above we can make a conclusion that the idea of developing new tasks is very actual. Thus, we suggest implementing the activities, which we already tested (on our students in the 2nd and 3rd years, who are doing Bachelor's degree in Physics and Mathematics at Igor Sikorsky Kyiv Polytechnic University) and had positive

feedback.

The tasks might be split into two categories: individual projects and group ones. The positive aspects of individual projects include the ability to choose the sphere of one's interests, the development of self-efficiency, creativity, critical thinking, and personal time-management skills. As individual projects, we suggested a "daily tracker" and "song analysis".

Daily tracker. The students were suggested to keep notes about their days during one month, similar to diary notes. We offered to take a photo every day and place it in the Word file, adding a short description. The task was interesting for both the students to complete and the teachers to check, since nowadays we work online with groups of students who we have never seen in person, thus we were pleased to see the people who we communicate regularly with and to know more about the way they live, their interests. Understanding these things can help to create powerful and motivating tasks.

Song analysis. The students were offered to choose a song they like, google for more information about it, and the musician. Then they were offered to copy and paste the lyrics and highlight grammar constructions (such as the usage of tenses, conditional, passive voice etc.). And a final task was to write a short abstract answering the questions: "Why do you like this song? Has your attitude changed when you analysed it?"

After the completion of the personal project, the group might be recommended to have an extra curriculum meeting, similar to a speaking club, where they will be able to discuss the results in a free, friendly atmosphere without agenda, timing and leader.

The positive aspects of having group projects are the development of such skills as the ability to work in a team, communication and negotiation skills, and the ability to feel shared responsibility.

Group projects included "Inventions timeline" and "postgraduates job survey". To complete the task "Inventions timeline" the students were offered to conduct a brainstorming session in order to decide which time period they wanted to take, which sphere and what kinds of innovations should be in the timeline. Then they had to split the roles among the group participants, to assign the students who would be responsible for the design, content, etc.

The "postgraduates job survey" project required students to organize a questionnaire amongst the postgraduates in order to find out what kinds of jobs they have, how many of them are employed, the ways they found those jobs, and the level of their general job satisfaction. Then the students were offered to organize a meeting and share their research results. The project also helped students to understand and analyse their future job opportunities.

To conclude it should be said that extracurricular activities help to develop not only foreign language skills but also important social ones. In this paper, we presented four ideas for organizing such activities, but the list of them is endless. In case a teacher does not have a creative resource, students can always help to invent something based on their preferences and interests.

References:

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