

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ  
ФІЛОЛОГІЧНИЙ ФАКУЛЬТЕТ  
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



# АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



УДК 81'243

А 43

Актуальні проблеми сучасної іноземної філології: Студентський науковий вісник. Рівне: РДГУ. 2021. 219 с.

Редакційна колегія:

*Ніколайчук Г.І.*, кандидат педагогічних наук, доцент, декан філологічного факультету, РДГУ.

*Михальчук Н.О.*, доктор психологічних наук, професор, завідувач кафедри практики англійської мови, РДГУ;

*Воробйова І.А.*, кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

Рецензент:

*Воробйова Л.М.*, кандидат філологічних наук, професор кафедри теорії та історії світової літератури РДГУ.

Упорядник випуску:

*Воробйова І.А.*, кандидат педагогічних наук, доцент кафедри практики англійської мови, РДГУ.

Розглянуто й затверджено на засіданні кафедри практики англійської мови РДГУ (протокол № 2 від 03.02.2021 р.).

Затверджено вченою радою Рівненського державного гуманітарного університету (протокол № 2 від 27.02.2021 р.).

(с) РДГУ, 2021



## **НОВІТНІ МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ**

**Vyshnevskа I.**

*Rivne State University of Humanities*

*Rivne*

### **WAYS TO SUPPORT AND MOTIVATE EFL LEARNERS DURING DISTANCE LEARNING**

“Motivating the learner to learn is pertinent to curriculum implementation. This is because motivation is an influential factor in teaching-learning situations. The success of learning depends on whether or not the learners are motivated. Motivation drives learners in reaching learning goals. It is important to recognize the fact that motivating learning is a central element of good teaching” says Jacob Filgona. [1]

According to Luthans, motivation is a process that starts with physiological or psychological deficiency or need that activates a behaviour or drive which is aimed at goal or incentives.

The importance of motivation in the educational process can't be denied. But the question about ways to reach this motivation still remains.

Oxford Advanced Learner's Dictionary (2019) defines motivation as “... the reason why somebody does something or behaves in a particular way” and “...the feeling of wanting to do something, especially something that involves hard work and effort”. Oxford Advanced Learner's Dictionary (2019) states this as abbreviation for “...English as a Foreign Language: the teaching of English to students whose first

language is not English”. Oxford Advanced Learner’s Dictionary (2019) defines distance leaning as “... a way of studying in which you do not attend a school, college, or university, but study from where you live, usually being taught and given work to do over the internet...”

Constant motivation of learners is really important, because of the efficiency of boosting EFL’s learning potential. Students' interest and previous experience should be involved in the curriculum. Here are some advices that can help you to motivate EFL learners during distance learning:

1. Challenge EFL. Motivational techniques have to encourage the students to take some risk. Students should be challenged according to their abilities and knowledge.

2. Emphasise relationship-building. Focus on the building of rapport/relationship. During the video conference (Zoom, Google Classroom) students can collaborate and the teacher can create two different rooms for students to work. It can reproduce classroom situation when students can collaborate in groups.

3. Have Fun. One of the important parts of a teacher profile is a sense of humour and of course, this can be as effective online as in physics class. Having fun during the lesson is not forbidden therefore it is even better than a monologue class with drillings and learning everything by heart. It helps to engage students during online classes and to reduce impatience and lack of attention.

4. Student-driven content. Among the advantages of EFL teaching, we can define one and it is using authentic material that is pretty much anything that is in English. in that case, learners feel that the language which they are learning is relevant to life and they can use it outside the classroom. Fact that you may have the best curriculum in the world can’t save you if the students are bored and unmotivated.

5. Establish aims and goals. For the proper interest in learning students need to be aware of the purposes of the studying process. Do not forget about aims and objects of the subject in general and topic in particular.

6. Awareness of the results and progress. The effort can't be just for fun and they need to be established by the result. The knowledge of accomplishment gives students satisfaction and encourages them to move forward.

7. Offer Choices. Choice of making decisions is an important aspect of motivation techniques. Studying processes in this way makes students more responsible and develop their critical thinking. Variety of opportunities do not spoil learners; it makes them think about the consequences of their choices. Students shouldn't be afraid to find alternative solutions on the Internet.

8. Reproof and Praise. There are two strong incentives that can be used in class. These are praise and criticism. The teachers should be aware of students' nature and need to appropriately criticize them during the process of learning to motivate them. Don't forget the fact that students need to feel comfortable during studying.

9. Provide a secure environment. Making mistakes is absolutely normal and it is the process of language acquisition.

For a successful and effective education process during the distance period, the teacher needs to choose the main platform to work with. The most popular are:

- *Zoom* (easy to use with the link, there have been some security issues with it and without a premium account, you have got some limits)
- *Google Meet* (for use in Google Classrooms, poor quality)
- *Skype* (easy to use, you can create a group in there, use a lot of battery health)

Besides the main platform, you also need to know about useful sites and apps that help you to manage your online classes.

- *No hands* – random student selector, small rectangle in the bottom of your screen.
- *Google Classroom* – you can load and evaluate materials there as students.
- *Padlet* – you can create a wall with different notes that students can comment on.
- *Socrative* – a variety of quizzes, the possibility to assess your students' work and to see the live data of how they fulfil the tasks.

- *Nearpod* – a tool to combine PowerPoint presentation, websites, pdf files in one source.
- *Edpuzzle* – create a video with the questions that you want.
- *Class Dojo* – you can create virtual classes with student’ avatars, give them points.
- *LEO network* – a variety of different materials.
- *British Council Teenager* – develop English language skills.
- *iSLCOLLECTIVE* – video lessons with a task, you can assign as a home task.
- *Live Worksheets* – interactive worksheets.
- *Miro* – free online interactive white board.
- *Kahoot* – interactive quizzes, it involves using personal mobile phones or computers.

Overall EFL learners’ motivation in the context of distance learning gives more opportunities. Teachers have access and are able to use computers with its technology. It’s extremely varied during distance education. The main reason for using CALL in distance or hybrid learning is that Internet and modern computer apps are able to accomplish online education. Despite this you have to take into account that this is time consuming and more complex. Both teachers and students need to be aware and be able to manage things online.

#### REFERENCES

1. Filgona J., Sakiyo J., Gwany D.M., Okoronka A.U. Motivation in Learning. Asian Journal of Education and Social Studies. 2020. Vol 10. # 4. P. 16-37.
2. Oxford Advanced Learner’s Dictionary. Oxford University Press. URL: <https://dictionary.cambridge.org/dictionary/learner-english/>.
3. Stewart C., Bachman C., Johnson R. Students’ characteristics and motivation orientations for online and traditional degree programs. Journal of Online Learning and Teaching. 2010. Vol 6. # 2. P.367- 379.

4. Wieman C. Science Education Initiative. Motivating learning. URL: <http://eprints.lancs.ac.uk/3688/>.

*Науковий керівник: канд. пед. наук, доцент кафедри практики англійської мови **Фрідріх А.В.***

**Vlasiuk D., Mykhalchuk N.**

*Rivne State University of Humanities*

*Rivne*

## **THE ACTUALITY OF A PROBLEM OF MANAGING PUPILS' ENGLISH LANGUAGE CLASSROOM**

The problem of managing pupils' English language classroom is one of the central problems of English Methodology. This problem is also carefully studied by Pedagogy, Psychology, because the activity is the basis of all human life and the formation of a pupil as a person. Without activity it is impossible to solve any educational tasks; the principle of education of the person in the activities is one of the leading general pedagogical and didactic principles [1]. In the activity and through the activity the person is formed, so, the process of managing pupils' English language classroom stimulates children's creative possibilities, interests and requests.

In the life of each person cognitive activity takes a central place. In practice, learning a child begins at an early age with the assimilation of those skills, which are necessary to carry out even the most elemental actions.

But learning is not only in the field of practical actions of a person. Its main function for the younger generation is to acquire knowledge, skills and abilities systematically. The experience accumulated by the person in the field of knowledge is much wider and richer for the development of the child's personality than the learning

## ЗМІСТ

ФОНЕТИЧНА, ЛЕКСИЧНА ТА ГРАМАТИЧНА СИСТЕМИ МОВИ І МЕТОДИ ЇХ ДОСЛІДЖЕНЬ .....	4
Бойко В.....	4
Галич Н.М., Христич Н.С.....	11
Д'яченко Д. ....	14
Кушнір Н.М. ....	20
Поліщук Д. ....	28
Савченко А., Христич Н.С. ....	33
Sergeichuk N., Mykhalchuk N. ....	37
Sych I., Mykhalchuk N. ....	47
Слободянюк І.Ю.....	53
Усова Я.О.....	59
МІЖКУЛЬТУРНА КОМУНІКАЦІЯ В АСПЕКТІ СУЧАСНИХ ЛІНГВІСТИЧНИХ ДОСЛІДЖЕНЬ.....	65
Паску М.М. ....	65
АКТУАЛЬНІ ПРОБЛЕМИ ЛІТЕРАТУРОЗНАВСТВА.....	72
Єфіменко А.В.....	72
Іордан Д.С. ....	78
Ромашок Н.О.....	85
НОВІТНІ МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ.....	94
Vyshnevskа I.....	94
Vlasiuk D., Mykhalchuk N. ....	98
Gedz V., Mykhalchuk N. ....	101
Danylchuk T.....	106
Демчук А.С. ....	114
Долгова О.І.....	117
Дубова В.В. ....	126
Zaporozhets T., Ivashkevych E.....	128
Korolchuk I., Mykhalchuk N. ....	139
Kushnir L., Mykhalchuk N. ....	145
Мазурова А.В.....	149
Matviichuk Ye.....	159
Мудрак В.В. ....	165
Олійник Н.О.....	173
Plakhotnik N., Mykhalchuk N.....	180
Подлесна О.С.....	184



Sachuck I., Ivashkevych E. ....	194
Samsoniuk Ya., Ivashkevych E.....	206
ЗМІСТ .....	217

АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

Відповідальний за підготовку збірника до видання **Воробйова І.А.**

Комп'ютерна верстка **Воробйова І.А.**