

THE SYSTEM OF SENSE-CREATIVE CONTEXT AS A FACTOR OF SELF-REGULATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract—Using sense-creative technologies in teaching English as foreign language (EFL) is becoming a burning issue in the modern classroom due to challenges that University graduates face in real life. The concept of life-long learning is an evident response to these challenges. The study warrants close scrutiny and reveals the concept of "sense-creative context" as a factor of self-regulation in learning a foreign language. This paper shows methods underpinning sense-creative and communicative technologies, such as project work, problem-solving tasks. Communicative activities facilitate semantic field in professional success, shape students' learner autonomy and allow taking the responsibility for the results of mastering a target language. The author concludes that learning a foreign language should be directed to the formation of deep personal meaning and intrinsic motivation.

Key words— English as a foreign language, motivation, self-regulation, sense-creation technologies.

I. INTRODUCTION

As far as teaching English as a foreign language (EFL) is concerned, a special interest should be given to all the skills of that language (writing, speaking, listening, and reading) from both the teachers as well as the learners. This interest is the responsibility of both partners of the teaching-learning process at all stages of learning. When it comes to higher education precisely, language learners should give equal importance to each of the skills because mastering one rather than the other will result in a gap. For this reason, language learners should have a good mastery of all of those skills.

Without denying the importance of any skill, our focus in this paper goes particularly to the method of teaching EFL using sense-creative technologies which promote the motivation of learning English as a foreign language. The latter has attracted our attention for the simple reason that our students suffer from many weaknesses in the language acquisition, that's why we decided to spot the light on such aspects as self-regulation and sense-creative context.

II. THE ESSENCE OF SENSE-CREATIVE CONTEXT

The purpose of EFL teaching is the formation of communicative competence, which includes the linguistic aspect, thematic and socio-cultural information. The student should master life-long skills and abilities maintaining and improving the achieved level of communicative competence. It is also important to form students' ability to self-motivate their activities.

The transition to personal-semantic paradigm of education creates real conditions for the implementation of the sense-creation context. **Sense-creation context is a system of sense technologies that motivates students, and, therefore, stimulates personal development and promotes the English language learning to the level of professional and life values**

[7]. Personal-semantic paradigm is the original conceptual approach to education aimed at developing the student's personality, his determination, self-realization and social adaptation. The individualization of education on the basis of student-centered differentiation provides the development of EFL learners, allows forming the skills of self-education and self-actualization of the person.

Due to personal-sense orientation, students decide for themselves whether a foreign language serves as a tool of studying another subject in the curriculum or it is the international means of exchanging information and experience. Learners should improve their cognitive activity, self-regulation, since the process of learning a foreign language is not only formation of knowledge, skills and abilities, but also the development of personality traits. Self-regulation reveals a person's ability to improve, rebuild their inner world (needs, motives, goals) and the outside world (social norms), based on cultural values.

It has been postulated [5] that "the EFL teaching process is now seen as a kind of "pyramid", where the simplest facts of mastering specific knowledge to develop individual skills and behaviors lie at the base of the pyramid, and the vertex is the formation of personality in all its richness and integrity".

III. SELF-REGULATION COMPONENTS.

A number of interrelated and interdependent components of self-regulation of students when learning a foreign language has been identified [3]:

- psychological (motivation, positive attitude to EFL learning, intellectual abilities and capacities, cognitive development, self-regulation);
- communicative (language acquisition, lexical and grammatical exercises, cultural and cross-cultural information);
- methodological (learner autonomy, self-assessment, global personality development).

It should be noted that for successful professional fulfillment a foreign language has to become a personal value. Sense-creative context initiates a specific semantic potential of students, allowing them to regulate their actions, to set goals, to learn the language, to improve their knowledge, to exercise self-esteem and self-control. Thus, we are using sense-creative technologies to initiate the development of semantic sphere of students [1].

IV. ACTIVITY-BASED APPROACHES

Noteworthy studies of sense-creative technologies aim at developing the personality of a student through the experience of learning a foreign language. They fulfill wider educational objectives (attitudinal change and motivation, learner

awareness). Therefore, motivation for the learning of the foreign language needs to be enhanced by project work, games, problem-solving assignments, decision-making tasks, role plays which help to create a positive attitude both towards the foreign language and towards to oneself as a learner [2].

Project work has the following characteristics [6]:

- They are open and flexible and it is the students who occupy center stage.
- They involve the teacher and students negotiating objectives, planning together, monitoring and evaluating processes and results.
- They incorporate the students' previous knowledge and personal experiences.
- They appeal to students' imagination, creativity.
- The thematic content is related to the student's immediate environment and interests.
- They require use of all the language skills and organizational strategies.
- Language is approached globally, not sequentially, according to the needs created by the task.

Project work, like other activity-based learning process, tends to be fun and engaging. However, language learning requires more than that. Conditions for EFL learning include the processing of large quantities of what Krashen [4] called "comprehensible language input" and also what Swain [8] called "comprehensible language output".

At this juncture, we should say that sense-creative paradigm improves practical mastery of the language, and concomitantly, enhances overall emotional culture and cognitive activity of students. Creating a series of communicative activities involving sense-creation facilitates interest, initiate and sustain intrinsic motivation.

In conclusion, it should be noted that the semantic self-regulation is the formation of goal-setting, self-control, self-esteem. It allows learners to realize the importance of self-training for their future careers. The study merits further investigation.

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