The Experimental Research of "Techno-R" Technology in Teaching the Aspect of speaking a Foreign Language as a type of Vocal Activity

Alena D. Mamaeva[1], Valentina N. Vassilieva[2], Gulnara I. Nazarova[3], Gulnara I. Galeeva[4], Cécile Leblanc[5]

1 Kazan Federal University, Leo Tolstoy Institute of Philology and Intercultural Communication

2 Kazan Federal University, Leo Tolstoy Institute of Philology and Intercultural Communication, mme_vassilieva@mail.ru

3 Kazan Federal University, Leo Tolstoy Institute of Philology and Intercultural Communication

4 Kazan Federal University, Leo Tolstoy Institute of Philology and Intercultural Communication

5 Paris III-Sorbonne-Nouvelle, Applied foreign languages department

Abstract

The article is devoted to the search for effective ways of formation of speech competence of students in learning foreign languages. The article describes the experimental study of the "Techno-R" technique developed at the Kazan Federal University in the field of teaching foreign languages. The article discusses the thematic and procedural structure of the technology, outlines its scientific justification. The authors describe the contents and the course of the experiment in detail on the example of teaching speaking as a type of speech activity in French on the topic "self-portrait", which clearly shows how to implement the generalized approach to the educational tasks at this stage an indicative basis of speech acts, which subsequently leads to the transfer of skills to the new speech conditions. The experiment was carried out with two sections of speaking both before and after the application of technology "Techno-R". To determine the reliability obtained in the experiment results the method of mathematical statistics "T-student's criterion" was used. The calculation was carried out according to the established parameters of comparison of results before and after experiential learning. The parameters were expressed in digital assessment of the quality of foreign speech (oral statements). Counting on the "T-criterion of student's" demonstrated the

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value of t>2, namely t=5,973, which indicates the validity of the experimentally obtained data and efficiency of technology "Techno-R" in the field of teaching speaking in a foreign language.

Key words:experiment, technology, training, French language competence

1. INTRODUCTION

In the world educational space effective ways of teaching basic sciences and practical skills are constantly being sought for. In the modern world a competence-based approach to learning, where the central place is occupied by the identity of the student who is the subject of the educational process is marked. In the field of foreign language teaching the main goal is formation of communicative competence of the students (Beacco, 2007; CERCL, 2001). As evidenced by the analysis of scientific literature, the efforts of didactics are aimed at creating effective learning technologies for formation of multicultural linguistic personality, capable of communicating with other cultures (Abdrafikova, Konopatskaya, 2014; Nizamieva, 2016; Fahrutdinova, 2014). Modern technologies of teaching foreign languages differ in specific goals and operating elements, but have a common purpose – to improve the quality of the educational process. There are communication, information, design, gaming, evaluation technologies that contribute to education. We believe that no technology training can claim to universality.

We are developing the corrective technology, which we call "Techno-R", where the abbreviation "Tech" means technology, "R" – result. We postulate effective technology in teaching foreign languages. A brief description of its essence, as its methodological framework and structure has been published in the proceedings of international conferences (Vasiliev, Ostroumova, 2016; Vasiliev, 2017). Corrective technology "Techno-R" is based on three fundamental theories: the theory of mental action interiorization by Galperin (Galperin, 2003), transport theory (Lisin, 1980) theory and methods of cognitive and practical activities of the Kazan didactic school (Vasiliev et al., 2012). The methodological framework resulted in the following principles of the developed technology:

- the principle of summarization of learning tasks,

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- the principle of knowledge, skills and abilities transfer

- the principle of the gradual development of speech reliance of the students.

Structural technology "Techno-R" consists of thematic and procedural side. Thematic side consists of eight units providing the formation of communicative competence:

- vocabulary, grammar, phonetics and spelling are language competence,

- listening, speaking, reading and writing are speech competence.

In operating terms, the structure of the "Techno-R" consists of:

- setting learning tasks (teacher)

- the study of the estimated foundations of the speech act (compulsory mutual activity of teacher and students)

- training in the task completion (trained under the guidance of a teacher or independently)

- control of trainees' and the teacher' actions (statement, test, written work, etc. according to the competence generated)

- determination of the level of the formed competence (as a teacher, and by learners).

Note that each unit has its own specifics in terms of content, but in procedural terms there is a single structure for each training task.

Technology "Techno-R" was pilot-tested on lexical, grammatical, orthographic skills, the productive skills of speaking and writing and showed high positive results. We continue experimental work on the example of learning French in secondary school and in University.

2. METHODS

The main research method of the developed technology is the experiment. In this article we describe the experiment on the section "Speaking", organized by second year students of the Institute of Philology and intercultural communication of Kazan Federal University on the topic "self-portrait".

We created an experimental group of 30 people. Students were asked to speak on the topic "my family and I," which they have already studied. A test, where the statements of the students were evaluated according to established parameters, which will be discussed next, was made. The amount of utterances was recorded in the range of 5-7

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sentences. Then the learning task to learn to describe a self-portrait and the portrait of any familiar person: a family member, relative, friend, neighbor was set. According to the implemented training task, the indicative basis of speech activity for the characteristics of the subject consisting of the study of generalized speech patterns that make any speech task relevant to the topic of "Self", was created. We give a generalized outline of the statements, which were studied with the students and make it possible to tell not only about themselves but also about any familiar person:

- *Je m'appelle, il/elle s'appelle …*(I'm called, he/she is called ...)

-*Je suis, il/elle est (étudiant(-e), écolier/écolière, professeur, artiste, musicien/musicienne, etc.)* (I am, he/she is (student(-e), schoolboy/schoolgirl, teacher, artist, musician/musician, etc)

- *Je fais mes études, il/elle fait ses études (à l'Université fédérale de Kazan, à l'école, à l'institut, etc.)* (I am doing my studies, he/she studies (at the federal University of Kazan, at school, at the institute, etc)

- *Je sais, il/elle sait jouer des instruments musicaux (de la guitare, du piano, du violon, de l'accordéon, du saxophone, etc.)* (- I know, he/she knows how to play musical instruments (guitar, piano, violin, accordion, saxophone, etc)

- *Malheureusement, je ne sais pas, il/elle ne sait pas (parler plusieurs langues, jouer aux échecs, programmer sur ordinateur, faire confiance, mentir, communiquer sur Internet, rire pour rien, bricoler, broder,coudre, dessiner, etc.)* (- Unfortunately, I don't know, he/she does not know (to speak several languages, play chess, program on computer, to trust, to lie, to communicate on the Internet, laugh for nothing, tinker, embroider,sew, draw, etc)

- *L'important pour moi, pour lui/elle c'est (la célébrité, la musique, les amis, la santé, la réussite professionnelle, le travail, les loisirs, la famille, l'amour, l'argent, les voyages, etc.)* (- The important thing for me, for him/her it is (celebrity, music, friends, health, work success, work, leisure, family, love, money, travel, etc)

- *Ma/sa profession idéale est (professeur, photographe, chimiste, musicien, pilote d'avion, chanteur/chanteuse, marin, pompier, coiffeur/coiffeuse, vendeur/vendeuse,*

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etc.) –(My/his ideal profession is (teacher, photographer, chemist, musician, airplane pilot, singer, sailor, firefighter, hairstylist/hairdresser, salesman/saleswoman, etc)

- J'aime, il/elle aime (chanter, aller au cinéma, au théâtre, écouter de la musique, danser, jouer aux jeux vidéo, cuisiner, dormir, regarder la télé, faire du sport, communiquer avec mes/ses amis sur les réseaux sociaux, bricoler, dessiner, faire des balades dans les montagnes, nager, etc.) (I love he/she loves (singing, going to the cinema, to the theatre, listening to music, dancing, playing video games, cooking, sleeping, watching TV, doing sports, communicating with my/his friends on the social networks, to tinker, to draw, to make walks in the mountains, swimming, etc)

- Je parle, il/elle parle (russe, tatar, français, espagnol, anglais, turc, arabe, allemand, japonais, portugais, suédois, chinois, etc.) (I'm talking about, he/she speaks (Russian, Tatar, French, Spanish, English, Turkish, Arabic, German, Japanese, Portuguese, Swedish, Chinese, etc)

- Je voudrais, il/elle voudrait (être riche et célèbre, terminer ce que je/il/elle commence, voyager quand je veux/il/elle veut, avoir une excellente mémoire, passer une semaine sur une île déserte, savoir parler plusieurs langues, jouer bien d'un instriment de musique, pouvoir toujours dire ce que je/il/elle pense, maigrir, grossir, etc.) (I would like to, he/she would be rich and famous, to finish what I/he/she begins, to travel when I want/he/she/it wants, to have an excellent memory, spend a week on a deserted island, know how to speak several languages, play a musical instrument, always be able to say what I/he/she/it thinks, lose weight, grow bigger, etc)

The next stage was organized training in the implementation of learning tasks: students prepared statements about themselves and the other person's (family member, friend, etc.).

In order to deepen the theme of the statement *"Ma journée de travail"* (My work day) was added. Students were provided with outline statements, which they had to apply to themselves and to the other person: describe the order of the day.

Ma journée de travail

Je me lève à … heures

Je déjeune à … heures

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Je prends le bus/le métro, je vais à pied

Je suis en cours de 8.30 à 15 heures

Je me repose

Je prépare mes devoirs

Je fais du sport

Je vais au cinéma, au théâtre, au concert ...

Je fais les courses ...

My work day

I get up at ... o'clock

I have lunch at ... o'clock

I take the bus/subway, I walk

I am at work from 8.30 to 15 hours

I rest

I prepare my homework

I do sport

I go to the cinema, to the theatre, the concert ...

I go jogging ...

In the control phase, students were asked to speak on the topic "self Portrait" and describe the portrait of the person they chose. In the control set from 18 to 35 phrases in the statements were recorded. It is significant that the statements showed elements of "super learning", new lexicon, complex and compound sentences, the interest in performance of tasks markedly increased, as the students felt more confident. In addition to the evaluation of the statements by the teacher, each student evaluated himself: "I can tell about myself in French, I can also tell you about my friend, neighbor, parents."

3. RESULTS

The results of experimental studies prove the effectiveness of the technology "Techno-R" in the field of teaching speaking a foreign language. The use of copyright technology leads to an increase in the size of an utterance, the improvement of its quality, resulting

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in the use of a wider range of vocabulary, and complexity of grammatical constructions used. The increase of informative interest of students because of an increasing self-confidence and in their abilities in learning a foreign language should also be noted. To determine the validity of the experimentally obtained data in the calculation of the mathematical formula of "T-student's criterion" we have used the following parameters for the digital evaluation of speech quality (speech): the number of said phrases, the number of lexical, grammatical and phonetic errors. Such criteria as consistency of speech, lexical richness were submitted to established points up to 10. Counting by T-criterion of student's showed the value of $t>2$, namely $t=5,973$, which indicates the validity of the technology "Techno-R".

4. DISCUSSION

Each technology works on improving the quality of education. Previously, we have shown the effectiveness of methods of cognitive and practical activity (Antonova, 2016). Currently, remedial technology "Techno-R" is built on these methods in terms of formation of speech independence of the trainees. We have to answer the question, what is the remedial technology in the educational process and how it is combined with other technologies. The purpose of technology "Techno-R" is conditioned by the need to improve the quality of education. If the learning outcomes, for various reasons, do not meet the requirements, we develop and apply technology that is permeated with humanism, gives the trainees confidence in their abilities, encourages them to achieve results in training, forms their ability to foreign languages. Technology "Techno-R" is successfully combined with other technologies: information, design, gaming, evaluation (Dodge, 1997; Polat, 2005). Each technology has its niche. Technology "Techno-R" is used for the successful correction of skills and abilities, structurally constituent of communicative competence.

5. CONCLUSION

Experimental study of the "Techno-R" technique, conducted in the Institute of Philology and intercultural communication named after Leo Tolstoy, Kazan Federal University in the development of speech competence, revealed the effectiveness of this technology designed for successful correction of speech skills. The creators of technology "Techno-

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R" conducted a series of experimental studies in the field of teaching grammar, spelling of the French language, oral and written language. An experiment on learning to speak as a kind of speech activity, described in the article whose results were processed using mathematical statistics method "T-student's criterion", once again confirmed the effectiveness of the technology "Techno-R" Obtained t value>2 indicates reliability of the received results proves the efficiency of the use of technology "Techno-R" in the process of learning the French language.

6. AN EXPRESSION OF GRATITUDE

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