

Teaching Foreign Oral Speech to Language University's Students on the Basis of Creolized Text

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Abstract: In the context of globalization and international integration, the requirements for knowledge of a foreign language, as an essential component of the professional competence of a modern competitive specialist, have substantially changed. Thus, the purpose of language education in modern conditions is the formation of a secondary linguistic personality, capable of intercultural communication, owning a fluent, clear and logically constructed foreign language speech. This goal leads to the search for creative approaches to professionally oriented teaching of foreign languages, the effectiveness of which is associated with the creation of problematic situations that contribute to unlocking the creative potential of students.

Solving problematic problems contributes to the development of critical thinking, creative activity, interest and motivation to learn a foreign language, analytical skills and spontaneous speech of students. In the conditions of information oversaturation in the modern world, creolized texts occupy a significant place in the communicative space in professional life. It requires a representative of a modern society to have the ability to decode, interpret information. In this study, the authors consider the informational and linguodidactic potential of foreign-language creolized texts, which can be used as the basis for the development of unprepared speech and discussion skills of students in the framework of organizing a creative educational process. Finally, the authors propose a pedagogical algorithm for the formation of communicative skills of students in the context of the development of spontaneous speech based on creolized texts.

Keywords: Information society, language education, secondary language personality, spontaneous speech, creolized text, creative learning.

INTRODUCTION

One of the main tasks facing modern Russian education today is the formation of the ability of future specialists to carry out oral communication with representatives of a foreign-speaking society. Thus, foreign language teachers today are forced to change their pedagogical strategy, directing their efforts to developing students' skills in spontaneous foreign language. It is unprepared speech, which is distinguished by spontaneity, naturalness, ease, the correctness of the speech design of the statement, linguistic creativity, and pace of speech, ethics and communication culture, is a real indicator of a high level of proficiency in oral foreign language speech.

The most important for the formation of students' speaking skills is the "information basis", which can be a creolized text, "a complex text formation in which verbal and iconic elements form one visual, structural, semantic and functional whole, aimed at a complex pragmatic impact on addressee" (Anisimova, 2003). Creole text is not just a linguistic, but also a cultural and social phenomenon, since it is an integral part of the development of society (Chizhikova, 2016).

In foreign studies, this type of text is denoted by the term "multimodal texts" (Kress, & Van Leeuwen, 1996). Researchers Monique Lebrun and Nathalie Lacelle indicate that multimodality is characterized by the presence of various iconic, linguistic, and auditory modes in one document (Lebrun, & Lacelle, 2012; Kaceti, & Klímová, 2019).

There are a number of advantages of using creolized texts for the development of foreign speaking in the process of teaching foreign languages.

1. Creolized texts due to the extra-linguistic component are characterized by a high degree of expressiveness, causing an emotional outburst in the recipient, activating involuntary attention among students, interest in the problem presented and its discussion, expanding creative opportunities for self-expression.
2. The presence in the structure of the creolized text of iconic means, which today have a higher information capacity than the verbal component, makes it not only an inexhaustible source of information, but also expands its semantic and pragmatic potential. It is the video image that often becomes the object of an evaluative statement.

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3. The syncretism of the verbal and non-verbal components allows the author to display the problem metaphorically. In this case, the recipient will be able to understand and freely interpret it, relying on the presented images and verbal comments.

MATERIAL AND METHODS

The material of the study was the most effective, from the linguistic and methodological point of view, authentic creolized texts used in the process of teaching the French language for the development of unprepared foreign language students. For this purpose the students in the language department are considered.

To solve the problems posed in the study, a complex of theoretical and empirical methods was used: a system analysis of theoretical works on linguistics and semiotics; analysis of psychological, pedagogical, scientific and methodological literature on the issue under consideration; directional selection of authentic material used in the development of spontaneous speech of students in French classes; pedagogical monitoring; pedagogical observation and generalization of own pedagogical experience. In addition, during the study, we relied on technologies of creative and mobile learning.

RESULTS AND DISCUSSION

Globalization of education is mostly related to common language for teaching and learning. It should be noted that it is the text that is formed in specific historical conditions and under the influence of a certain cultural environment is the information basis for learning. The results demonstrates that the creolized text has already entered the educational practice and is applied in open online tutorials.

In recent decades, the traditional idea of the text is changing due to the active use of technical means and the latest technologies. Increasingly, the structure of the modern text combines various semiotic signs (verbal, non-verbal, paraverbal), ensuring the integrity and coherence of the text, its communicative effect. These texts are called multicode, polymodal, creolized. These include drawings with an inscription or a verbal fragment of the text, posters, print and video ads, film texts, etc. Paralinguistic means (phonation, kinetic, and graphic) play an important role in transmitting semantic information, transmitting semantic information together with verbal means.

These types of texts are distinguished by the coherence of their components. Of particular importance is the connectedness of verbal and non-verbal elements in the meaningful plane, which is manifested on the semantic level. Verbal and iconic elements can denote the same objects and situations, or different objects and situations, forming at the same time a certain substantial integrity. Most often, the signs of both codes complement each other, creating a bright visual and expressive image.

In the context of our study, we want to emphasize that creolized texts are communicatively oriented and reflect a specific communicative situation, due to the organic unity or complementarity of verbal and nonverbal components, which can be effectively used to develop oral foreign language in the process of teaching foreign languages. In addition, "when perceiving and comprehending compressed information in text, illustrative and graphic formats, and then when reproducing or interpreting its contents in the form of an oral speech, the visually perceived characters are transcoded into sounding speech" (Ovchinnikova, French, 2017; García, García, & Hernández, 2011).

The use of creolized texts for the development of unprepared speech and reasoned oral expression in the process of teaching foreign languages is most effective in senior courses of language universities, due to the fact that students are ready for creative comprehension of the material studied, creative expression.

Since mobile technologies play a big role in the life of the "network" generation or the generation of millennials and post-millennials, which from childhood have become accustomed to short formats, images and videos, students can use them in learning foreign languages. It is polycode texts that form the basis of popular educational mobile applications. Mobile learning has its advantages: "the enhancement of the learner's cognitive capacity, the learner's motivation to study in both formal and informal settings, the learner's autonomy and confidence.

Thus, taking into account modern realities, teachers of a foreign language are increasingly integrating the information potential of a creolized text for the development of unprepared speech of students and their analytical abilities. "Using the creolized text, the development of speech skills can be carried out more successfully, as students get a chance to plunge into the language environment" (Chernyshenko, 2016).

Multimodal texts are a significant and motivational pedagogical tool, they contribute to the development of communication skills and critical thinking.

One of the most difficult tasks that a teacher faces is the selection of creolized texts for teaching foreign speech. The main criteria for selecting texts should be informational value in a cognitive and educational sense, the problematic component and relevance of the text, sociocultural potential, thematic relevance, as well as the social significance of the problems considered in the text, for example: problems of protecting the environment, large cities and megacities; fight against smoking; teenager's problems; road safety, etc. Thus, various types of advertising, including socially oriented advertising, Internet memes, comics, movies, video clips, etc. can be used as authentic educational material.

But for successful communication, students must certainly possess sociocultural competence. "The concept of "sociocultural competence" involves the ability to use specific information about nation, speech etiquette knowledge and communication technology in order to achieve mutual understanding with other culture bearers" (Rakhimova, 2017).

These authentic materials reflect the language specificity and sociocultural reality of the country of the language being studied. They are a source of background knowledge, equivalent vocabulary, allow you to simulate immersion in the natural language environment in a foreign language lesson. For example, socially-oriented advertising, reflecting the socially significant problems of modern society, contributes to the formation of a new social consciousness of students. "The integration of creolized advertising texts into the process of teaching foreign languages can effectively contribute to the development of communicative competence, creative thinking, creative abilities, stimulating students' speech-thinking activities, development of discussion skills and culture" (Andrianova, 2018).

Creolized texts have significantly more information than traditional printed text. They can cause students an emotional outburst, experiences due to the visual component. In addition, the iconic element can provide additional "food" for thought, monologue, exchange of opinions and collective discussions.

We believe that the systemic analysis of creolized text used by students in foreign language classes is aimed at:

1. Introduction to cultural and moral values, awareness of the connection between the language and culture of a foreign language society.
2. The formation of the ability to independent, creative activity.
3. The development of the ability to extract the necessary information presented in different sign systems for solving cognitive and communicative tasks in the process of learning a foreign language.
4. Development of the ability to independently analyze, critically evaluate and interpret the information received.
5. Mastery of the ability to analyze the text in terms of the presence in it of explicit and hidden, basic and secondary information.
6. Development of the ability to identify the main topic, problems and attitudes of the author of the work in creolized texts, as well as express their attitude to the problems under consideration in the form of detailed reasoned oral statements.

Since the creolized text has a high degree of semantic content, it can act as a support for performing various communicative tasks.

A special role in the formation of students' speaking skills in the context of the development of spontaneous speech is played by communicative preparatory exercises specially developed by the teacher, aimed at creating a holistic, logically coherent text containing complete thought by the students. We are talking about exercises that reproduce or simulate the conditions of real speech communication.

1. Exercises aimed at the reproductive monologue of students after the text they have read or the video document they have watched in order to generate a secondary text (reproductive exercises).
2. Exercises aimed at developing coherent speech of students. Formed in the course of active intellectual activity in the process of analysis and critical understanding of the text, analytical and synthetic skills of students provide, firstly, a more robust storage of information, and secondly, the awareness of the speech actions they perform.

3. Exercises aimed at creating a speech product that matches the proposed situation. These exercises develop the ability to create their own texts, and are aimed at developing the ability of students to express their thoughts spontaneously. These exercises are performed in the process of natural communication modeled by the teacher and take into account the specifics of the implementation of spontaneous speech activity. In addition, the situational orientation of the exercises stimulates speaking.
4. Exercises aimed at developing the ability to argue their point of view.

All exercises performed at the preparatory stage should be interconnected and aimed at developing students' communication skills.

The development of unprepared students' speech based on creolized texts in teaching foreign languages has its own specifics and includes three stages:

1. *Motivational*. Motivation of students to express themselves, immersion in the language environment.
2. *Textual*. Familiarization with the text, decoding of visual information. Deploying heterogeneous information contained in a multicode text using language tools, partially represented in the text, which can act as a support for speaking. Generation of oral mono-logical statements with elements of generalization and commenting on the basis of the proposed text. The transfer of information is mainly linguistic.
3. *Creative*. The generation of mono-logical and dialogical statements. The use of linguistic and non-verbal means in the communication process. Expression of opinion, expressive assessment. The creative stage is the stage of development of spontaneous speech, which is characterized by specific features: ease, irregularity, lack of programming statements, logic, connectedness, the ability of a communicator to pause to think over speech and its restoration, the presence of repetitions, hesitations necessary for the development of dialogue, semantic and communicative interconnectedness in dialogues and polylogues. In addition, in the course of mono-logical and dialogical statements, students can express their vision of the problem, their position, their attitude to the problem and suggest a way to solve it.

Creative exercises stimulate the intellectual development of the student's personality, activate his potential, and form critical thinking. (Sadykova, & Shelestova, 2016).

However, to prepare for spontaneous speech, the ability and willingness of students to consciously independent (autonomous) study the language and culture of the country of the language being studied is also required, which meets the requirements for language education today.

SUMMARY

Creolized text is an integral part of communication in the modern world. Participation in video conferences, lectures, discussions in a foreign language requires the ability of a modern specialist to decode, interpret information, often presented in the form of polycode texts, with the subsequent generation of oral statements. Thus, authentic creolized texts specially selected from a didactic point of view can be effectively used as an information basis for speaking foreign languages in the process of teaching a foreign language at a linguistic university, the development of creative thinking. The presence of informationally significant heterogeneous components of creolized texts contributes to the development of students' analytical and creative abilities, as well as the formation of spontaneous speech. In addition, creolized texts, being non-traditional educational material used in the educational process, contribute to the creation of a positive emotional learning background, increase the interest and motivation of students to learn a foreign language.

CONCLUSION

In the course of the study, the authors identified the advantages of using creolized texts in the process of developing unprepared speech, among which one can highlight the rich information and creative potential, a high degree of semantic content of these texts. In addition, when teaching foreign language speaking through creolized texts, the ability of students to decode, interpret, create their own texts is formed, which is one of the key competencies of future specialists in the field of intercultural communication.

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