

TEACHING AND LEARNING FRENCH FOR SPECIFIC PURPOSES WITH NEW TECHNOLOGIES

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Abstract

The requirements for the training of specialists with knowledge of foreign languages are due to the increasing demands of professional communication, competitiveness in the international labor market. New information and communication technologies (ICT) are expanding the frames of the educational process, improving its practical orientation, contributing to the intensification of independent work of students and increasing cognitive activity.

The use of modern techniques using information technologies in particular, audio and video files, including movies, promote mastering the language of the specialty. Modern computer technology offers an extensive range of opportunities aimed at improving the educational process, the use of the studied foreign language for specific purposes in a real context, to perfect and train of the basic competence and skills: reading, writing, speaking and listening, which provide access to authentic audio and video information in a foreign language.

The set of exercises with the use of multimedia technology designed by authors offers the learner the opportunity to not only hear, but also to see the information by combining different types of speech activity, which is a huge advantage in comparison with classical method of teaching foreign languages combined with the flipped classroom technique. Students can work with video materials in accordance with their needs and individual learning opportunities. A separate interest is the preparing of trainees for participation in scientific conferences.

Thus, the use of new information-communicative technologies makes it possible to conduct classes in foreign languages for specific purposes in an interesting, fruitful, exciting and practical way combining different approaches and techniques.

Keywords: foreign language, information and communication technologies, video materials, modern computer technology, cognitive activity.

1 INTRODUCTION

Modern conditions of development of various countries put forward new requirements for the training of specialists. The growing needs of communication imply the study of foreign languages, which is not only a requirement stipulated by the training program, but also a necessity that is determined by the competitiveness of future specialists in the labour market.

Modern computer technologies represent a significant range of opportunities for improving the educational process, involve the use of language in a real context, training basic skills, reading, writing, speaking and

listening, provide access to a large number of authentic audio and video information in foreign languages. The task of vocational guidance in teaching a foreign language is to apply modern techniques using information technologies, in particular, audio and video files and films. Audiovisual methods are widely used in teaching foreign languages. The term “audiovisual” was introduced in the 1960s – 1970s, linking the sound and image by A.Navartchi (Navartch, 2007, p.65) and nowadays video text is one of the main components of learning foreign languages, explaining one linguistic code with the help of another. At each level of training, video allows the development of various trainee competencies.

2 LITERATURE REVIEW AND METHODOLOGY

Video text is a modern and convenient tool for teaching foreign languages. The use of traditional materials, such as reading the text, allows the student to imagine the situation in part. If you compare the use of video with a still image, different pictures on the topic being studied, then undoubtedly, video is a tool that gives a greater effect under certain conditions of its use. As experience shows, learning a foreign language with the help of video text under the supervision of a teacher is of great interest among students, making the lesson more “alive”.

When using video, the explanation of the material occurs with the help of non-verbal elements, and not just the text, the situation appears as it exists in reality and helps the learner to understand the linguistic component. It is difficult to overestimate the role of non-verbal elements, since not only the spoken word is important, but facial expression, intonation, etc. The audiovisual approach is better than any other can express the communication as a whole. As the practice shows, a moving picture provides more information than a still picture (Lancien, 1986, p.64). According to A.Navartchi, this method prefers non-verbal elements (Navartchi, 2007, p. 85). Studying non-verbal elements, the student better understands the meaning of the statement. It should be noted that non-verbal means are differently perceived in different countries and in different cultures. Thus, in communication, any non-linguistic context is important, which can be understood by studying the culture of a particular language’s country. The use of video links the linguistic reality with the cultural one, since the language is an expression of a certain culture, and the visual element carries information that can convey this culture (Pasquier, 2000, p.28).

The use of video helps to expand the learner’s vocabulary, and also develops such competencies as oral comprehension and speaking.

Studying a foreign language with the help of video materials takes more time, precisely because not only visual, but also sound features of text perception are activated, and processes of repetition and memorization of factual material (culturological aspect) and new vocabulary proceed in parallel.

When using this technique, the role of the teacher increases significantly. It is not enough just to watch the video in the classroom; pedagogical processing of the video material is necessary. The teacher must select a video corresponding to the level of knowledge of the students. It is necessary to take into account such parameters as the interest of the video for students, the duration of the video, the level of knowledge of the language, various grammatical and lexical structures and thematic vocabulary. Having selected the material, the teacher prepares various types of exercises aimed at understanding the oral text, oral presentation of the material, written presentation of the text and reading comprehension. Methodological video preparation allows trainees to acquire the following competences: oral comprehension, oral production, written production and comprehension. Three key points should be noted: the preparation of tasks before watching a video, while watching and after it (Kervran, 2000).

The teacher offers preparatory exercises on video materials, facilitating for students a general understanding of the text, familiarity with the new key vocabulary. The student must answer the questions, for example: “who is the hero”, “where the action takes place” and be able to headline the document. While viewing, an understanding of the video text takes place, which should not be too difficult for the students to understand the general meaning of the text while watching. Understanding the video is divided into three stages: general understanding of the text, detailed or selective understanding and additional information. After the first listening / viewing, the trainees answer the questions and make hypothesis on the listened material. It is desirable that this were a collective work. During the second listening, students should clarify their hypotheses and answer questions about the structure of discourse, using connectors to build text. These can be logical connectors (d’une part, d’autre part, ensuite ...), chronological (d’abord, ensuite, puis, enfin ...), contrasts (mais, malgré, en dépit de, au contraire ...), causes and effects (en effet, étant donné que ...). Finally, the third audition will confirm or refute the hypotheses jointly put forward by the students.

The teacher should develop exercises that provide active rather than passive viewing of the video of interest. For a detailed understanding of the video text, the teacher asks the students specific questions, drawing

attention to the most important passage of the video, helping to understand unfamiliar words. This audiovisual method is widely used in “guided understanding,” in which the teacher asks questions that the learner must give an unequivocal answer (Navartchi, 2007, p.85).

Before watching the video, students should be given a specific task. They should not be passive viewers, but should develop their own strategy for viewing video. The main task of video viewing is aimed at developing competencies such as speaking and writing. The following exercises are suggested for understanding the spoken text: choose the correct answer from the suggested options (multiple choice), TRUE, FALSE, to fill the table, answer the open-ended question, etc. The teacher can suggest the following oral speech development exercises: play the content of the video, think up the ending of the story, use basic structures in context and reproduce the dialogue using the learned vocabulary. The proposed assignments should help memorizing lexical and grammatical structures and develop skills to use the knowledge gained in other situations, in a different context. When watching a short informational, scientific or role video from 3 to 10 minutes, the student uses all available cognitive competencies - the ability to observe, guess what is happening, formulate his thoughts on the proposed topic, etc.

M. Ducrot (Ducrot, 2005) proposes as tasks for a thematic video report: watching a video without sound, because when using video at a foreign language lesson the important elements are non-verbal aspects, the use of a picture for an oral statement, a description of the situation, improvisation; viewing with the sound: retelling short passages, compiling a glossary of special vocabulary, role-playing game on the main theme. The preference is given to sound authentic documents used from the very beginning of learning a foreign language, as this helps learners to get used to the sound of the language being studied.

It should be noted that the video used in the class should not be too large in volume. Depending on the age and level of knowledge of the trainees, the video lasts from 2 to 12 minutes. It is this time period that allows learners to comprehend information. It is desirable that the teacher selects video materials that cause positive emotions that affect the memorization of the material. This may be music, various kinds of noise (sea surf, noise of the street, rain, etc.) accompanying the image.

For an optimal pedagogical effect, we propose to divide the video lesson into small sections in accordance with the slides of the fragments corresponding to the subtexts of the video text. Such a division allows trainees to learn to isolate basic information, and it is easier to memorize it. When working with video text, as with any other type of text, it is first necessary to focus on the main topic. It is advisable to give a task before watching each video fragment, for example, “Remember”, using short phrases and key vocabulary. Such tasks allow students to focus on the most important information.

If animation is used as a video material, one can use different colours or icons to draw the students' attention to the most important elements of the text.

In order for the trainees to better memorize the material, they must be able to ask detailed questions about the content of the video (self-test). After viewing and studying the video, questions can be asked by the teacher to check the understanding and consolidation of the information received. It is necessary that the information should be distinct and clear, so it is advisable to avoid long phrases and repetitions. The task of the teacher is to find suitable videos adapted to classes in accordance with the level of trainees. If possible, the teacher can create their own video.

When watching a video, the student should play an active, rather than a passive role, i.e. to be able to choose / select the necessary information on the topic being studied, to have a certain set of competences for the selection of information under the guidance of a teacher. The role of the teacher in the implementation of this form of education is extremely important. The teacher should teach the student not only to isolate the necessary information, but also to structure it (hierarchy of the material).

The use of video material in the classroom has undoubted advantages: the student can work with video according to his needs and abilities, practice reading, phonetics, return to the necessary passages, take pauses, make necessary notes, return to incomprehensible text fragments. When working with video materials, the student chooses his or her own pace of work. The simultaneous appearance of several pictures on the screen and their sound design can complicate the understanding of information on a given topic. To search for the necessary information, the student has the opportunity to view the video again and find exactly the passage that contains the answer to the question posed.

Linking an image with contextual clues, for example such as a date, makes memorization easier, helps create mental images. Work with the image is aimed at simplifying the principle of association. For example, images are proposed that the student must relate to each other in meaning.

When teaching a foreign language, much attention is paid to the development of dialogic speech; the learner must learn to conduct a dialogue with various interlocutors on various topics. When listening to the text, the trainee must understand what he heard, be able to select information, avoid ambiguity, rephrase the content of what he heard, synthesize information and make a judgment. In this case, the general audition i.e. understanding of the general content of the document, selective, i.e. the ability to highlight only the necessary thematic information, differs from detailed, implying a complete understanding of the document. All of these types of listening should motivate the learner and focus his attention on a clearly defined goal. Full understanding of the audio text involves the acquisition of communicative expressive, connotative and other functions. It is also necessary to take into account the sociolinguistic component of the society in which communication takes place, taking into account the extra-linguistic factors characteristic of the spoken language (gestures, facial expressions) of a given country in the region.

Communicative competence involves interactive communication between the sender and the recipient of information. There are also non-interactive forms of oral, such as - presentation, story, report, etc., which requires possession of several competencies simultaneously. The sender must have a sufficient thematic dictionary, be able to make syntactically and semantically correct phrases, pronounce them with a certain intonation. In this case, gestures and facial expressions are necessary tools that can help the recipient understand the text. The acquisition of such competence requires constant work from both the learner and the teacher.

The use of video documents gives certain advantages when understanding the text, since non-verbal means help understanding the further reproduction of text by the trainees. For example, by viewing and listening to the video (story, interview, report, etc.), it will be easier for the trainee to present event information in a certain chronological sequence. The presentation of information can be in the form of a description (it helps the understanding of the text, since it focuses on a detailed description of the situation, actors, etc.), a report (when the learner must present the facts in a strict chronological order, using the corresponding tense verb forms) and the presentation.

When preparing students for speeches at scientific conferences in foreign languages, the teacher offers video materials for studying and analysis, so that there is an opportunity not only to hear, but also to see the speeches of French-speaking scholars. Having listened to the text of the speech and, having studied its transcription, the trainees perform oral and written translations of the information received. Having worked through the lexical, grammatical material, having studied a large amount of video conferences texts, students will then be able to easily participate in scientific conferences, developing and consolidating listening skills. Thus, working with video text allows to conduct interpreting and translation classes with practical benefits, combining linguistic, social, cultural and business approaches.

3 RESULTS

The use of video facilitates the understanding of the main idea, contributes to a better memorization of the material and motivates the students. From the didactic point of view, the video materials play a special role in the process of learning a foreign language, since the video lessons evoke positive emotions among the trainees, which was confirmed during the training. Video materials are used as an additional means of teaching a foreign language and are considered not only as a tool, but also as part of the process of learning a foreign language. The use of these technologies makes it possible to return to the material covered, obtain grammatical, lexical information and correct pronunciation. The advantage of using multimedia technologies is evident, since trainees have the opportunity not only to hear, but also to see information, thus developing various types of activity, including speech.

4 CONCLUSION

The practice of teaching shows that the use of video has a greater influence on the process of learning foreign languages than separate pictures and contributes to a more effective understanding and memorization of the material, as evidenced by relevant research in the field of teaching foreign languages. The use of video materials in the classroom allows eliminating gaps in knowledge on the topic being studied, to diversify the presentation of the material, to present the material in a more interesting way, deepening knowledge on the topic, to increase the motivation of the students and, consequently, increases their activity in the classroom. A survey conducted among students showed that 94% of them noted significant progress in studying the material and increasing interest in the learning process. It is obvious that the use of video materials, as a new direction in teaching foreign languages, helps to achieve success faster and contributes to a better understanding and assimilation of the material.

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