International Journal of Engineering & Technology, 7 (4.7) (2018) 82-84

International Journal of Engineering & Technology

Website: www.sciencepubco.com/index.php/IJET

Research paper



Peculiarities of «Techno-R» Technology During Teaching French Language Grammarian Skills

Elena K. Kuzmina1, Valentina N. Vassilieva1, Gulnara I. Galeeva1, Cécile Leblanc2

1Kazan Federal University
2 Paris III-Sorbonne-Nouvelle
**Corresponding author E-mail: lenysinka@yandex.ru,*
Tel.: 8 9503226949

Abstract

The article describes the methodological basis of "Techno-R" technology, its substantive and procedural aspects. In the content aspect the technology "Techno-R" consists of eight blocks designed to develop the communicative competence of trainees. The communicative language competence consists of four blocks - vocabulary, grammar, phonetics, spelling, and speech is also represented by four blocks - speaking, listening, reading and writing. Each block has its own peculiarities in the content aspect, but the procedural aspect of the technology is one for all blocks. The technology includes the setting of an educational task, an indicative basis for speech actions, task performance training, carrying out control actions and competence level determination that is being developed. The authors set out an experimental study to teach grammatical skills of French language on the basis of the technology being developed. Empirically obtained data, subjected to statistical processing on the basis of Student's t criterion, demonstrate the value of T criterion > 3.3, which indicates the reliability of the conclusions about Techno-R technology effectiveness. In the article the authors made conclusions about the peculiarities of the abovementioned technology, its correctional nature, the combination with the known pedagogical technologies, the availability of language problems, creating the conditions for the transfer of grammatical skills and the production of student self-esteem in language competence development that stimulates the motivation of learning.

Keywords: technology, experiment, competence, knowledge, skill, learning quality, transfer, generalization.

1. Introduction

At present, the main goal of teaching foreign languages is the development of student communicative competence. It is known that the constituent parts of communicative competence are the following ones:
- language competence; - speech competence; - socio-cultural competence.
All designated competences are developed by the creation of skills and abilities using knowledge, where the learner and his personality are at the center of attention. In the educational process of the secondary general education school and at a university you can see the contradiction between the goal and the ways its achievement. To mitigate this contradiction, we have attempted to develop a corrective technology to study foreign languages in order to form the student communicative competence in the field of a foreign language. Let's outline briefly the essence of the technology being developed. It is called "Techno-R", where the term "Techno" stands for "technology", and "R" means "result" [1]. Any pedagogical technology has both a philosophical and a psychological-didactic platform. The philosophical core of our technology is humanism, and the psychological-didactic basis is represented by the theory of mental action interiorization from P.Ya. Galperin [2], the theory of transfer [3], and the theory of cognitive political methods developed by Kazan scientists [4].
We use the didactic interpretation of Galperin's theory in teaching type aspect and take the third type as the basis, where the orienting basis of speech actions should be built on generalizations that allow to carry out the transfer to solve new linguistic problems. Let us clarify the significance of transfer in educational activity. In order to develop teaching technologies, one must not forget that transfer is a complex phenomenon of the human psyche. They can transfer knowledge, abilities, skills, the ways of mental actions, while generalization is a necessary condition for the transfer. The works of such psychologists as S.L. Rubinshtein, D.A. Bogoyavlensky, E.N. Kabanova - Meller, M.I. Mishina have the tendency to generalize the tasks faced by the trainees, namely a known and a new task. The establishment of common features will allow the transfer of knowledge or skills to a new linguistic situation.
The third component of our methodology is the theory of cognitive-practical activity methods during foreign language teaching, where three leading stages were developed to form speech independence [4] - copying, reproductive and creative, and constructive-creative stage. It is the nature of speech tasks that determines the methods of instruction corresponding to the level of speech independence upbringing. For example, copying independence is necessary to master phonetics, grammar, vocabulary and orthography. During the mastery of skills, reproductive-creative and constructive-creative independence are formed by mastering the types of speech activity - speaking, listening, reading and writing. The methodology we have chosen for the creation of "Techno-R" technology has determined the substantive and the procedural aspects. In the substantive aspect, "Techno-R" consists of 8 blocks that provide the development of communicative competence.

Copyright © 2018 Authors. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

As we noted earlier [1], each block has its own peculiarities in the content aspect, but the procedural structure is the same for all blocks in accordance with the task of mastering phonetics, vocabulary, grammar, spelling or the theme of speaking, writing or audio text, and also printed text understanding. The structure of the technology developed by us was set earlier [1]. We will demonstrate its application during the experiment description.

We put forward the principles of educational material generalization, since the strongest argument for this principle justifying is the fact that all training according to our system is based on transfers, and they are psychological generalizations. Having determined the methodological platform of the research, let's denote the main goal of this article - the attempt to test the technology "Techno-R" experimentally concerning grammatical skill teaching in the composition of language competence. The study was conducted using the French material from the second course of training according to "Pedagogical Education (foreign language)" trend at the Kazan Federal University.

2 Methods

The main method of research is the pedagogical experiment. For the objectivity of the study, it was necessary to establish the total number of students participating in the experiment. The sample volume was calculated by the following formula:

$$n = \frac{t^2\sigma^2}{\delta^2}$$

Where $t-$ is the confidence coefficient,

$\sigma -$ mean-square deviation,

$\delta -$ specified accuracy degree.

Having determined the values of $\sigma -$ and $\delta -$ from the experiment we found the required sample volume - 28 subjects.

The material for the study was:

- the use of a partial article;

- the use of possessive adjectives and pronouns;

- the use of the pronouns "en" and "y";

- the use of reflexive verbs.

Let's note that the experiment was conducted with a separate group of students - 28 people. The control sections were made before the training on "Techno-R" technology and after.

Let us show the experiment using the example of a partial article use in French.

In control section, before the training on "Techno-R" technology students made mistakes when they used the partial article before uncountable nouns, when they used the article in a negative sentence, and in the position of a certain meaning of an uncountable noun. We concluded that the students know the forms of the partial article in masculine and feminine, as well as in the plural, but they doubt which form of article to use when the modal verb is used in a sentence, or a sentence is in negative form. According to the operational aspect of "Techno-R" technology:

1) The educational task was set to learn how to use the partial article without mistakes.

2) The approximate basis of speech actions was the following one:

- the partial article du, de la, and des in the plural are used before the uncountable nouns;

- the preposition de is used in the negative sentence, instead of the partial article;

- if there are the verbs aimer, hair, detester, preferer, adorer in a sentence, then the definite article is used;

- the definite article is used in a negative sentence with the verbs, expressing feelings (aimer, hair, detester, preferer, adorer);

- when there is the definition of an uncountable noun, then the definite article is used.

At the stage of speech action indicative basis, the systematic preparation of the linguistic phenomenon takes place.

3) The next stage is the training in task performance according to the set model:

- J’ achète du fromage

- Je n’achète pas de fromage

- J’aime le fromage

- Je n’aime pas le fromage

- Voici le fromage, que j’ai acheté.

This model is repeated with new vocabulary: le sucre, l’eau minérale, le thé, le café, le jus, le poisson, la soupe, le lait, la viande, les salads, la pomme de terre frite.

4) The control actions of a trainee (the performance of a grammatical test). A teacher reports the results.

5) The determination the developed language competence level on the use of the partial article by a learner. The opinion of each student is clarified: "I learned the use of the partial article". If necessary, a teacher answers questions and organizes the finalization of the set task.

The control section after the training according to "Techno-R" technology as well as the section before the training was expressed in numerical terms (the number of errors and the number of correctly written phrases for evaluation according to the Student's T-criterion).

The value of the Student's significance criterion was determined by the following formula:

$$t = \left| \frac{M_1 - M_2}{\sqrt{m_1^2 + m_2^2}} \right|$$

and the value t> 3.3 was obtained, which shows the significance level with the probability of 0.999.

3 Results and Discussion

The results of the research in the field of grammatical skill development in foreign language testify to the effectiveness of the technology we develop. The students indicate the increase of motivation in teaching material mastering, as they experience the sense of self-esteem against the background of positive results. The success of the Techno-R technology is evidenced not only by empirical data on the literacy of students concerning the use of grammatical phenomena, but also by result statistical processing according to Student's t-criterion.

The obtained results of the experimental study on French language grammatical skill mastering are useful to compare with the study we conducted in Latin language as an academic subject. The survey of students studying Latin language, revealed the linguistic difficulties associated with language competence. They condition the errors in Latin language grammar, because students do not see

the commonality of learning tasks. According to the procedural aspect of the Techno-R technology, the indicative basis of linguistic actions was worked out. The general characteristics of the Latin verb included the category of the verb, basic forms, classification characteristics, suffixes and inflexions. The short generalized material in the form of an indicative framework allowed the students to complete the training phase successfully, and then to cope with the control tasks.

On the basis of the foregoing, we can state the connection between the results of the experimental work on mastering the grammatical skills of French and Latin language by students. At present, the experimental material on English language is being prepared. We do not see any contradictions in the use of other technologies related to language competence development [5, 6, 7, 8, 9, 10]. For example, modular technologies are important to structure educational material. Information, game and evaluation technologies are organically combined with the technology "Techno-R" mutually complementing each other.

On the basis of the conducted experimental research for "Techno-R" technology concerning the development of language competence in the "grammar" section, were determined the effectiveness of the technology developed by us.

Techno-R technology developed by us is intended for the correction of knowledge, skills and abilities that make the part of communicative competence.

The technology "Techno-R" is combined with information, modular, game and evaluation technologies and does not come into conflict with them.

At present, we can state the successful results of verified data on French language grammar, vocabulary and spelling, the technique of reading, speaking as a kind of speech activity on the basis of experimental work carried out at the Institute of Philology and Intercultural Communication named after Leo Tolstoy Kazan (Privolzhsky) Federal University and at gymnasium number 9 of the city of Kazan.

5. Conclusions

The peculiarities of "Techno-R" technology in the teaching of French language grammatical skills are the following ones:

- the presence of language problems, creating the conditions for grammatical skill transfer;

- the training in grammatical skill transfer;

- self-assessment in language competence development, stimulating the motivation to learning.

The technology "Techno-R" is in the stage of further experimental research, as it is a complex and time-consuming process, requiring humanitarian and time costs.

Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

[1] Vasilyeva V.N. Corrective technology "Techno - R" in French language study / V.N. Vasilyeva // Modern French Language and Innovative Technologies of its Teaching: Materials of the International Scientific Seminar (March 23-24, 2017) / Ed. by V.N. Vasilyeva - Kazan: Heter, 2017. - 170 p. - pp. 70 - 81

[2] Galperin P.Ya. Psychology as an objective science: selected pedagogical works / P.Ya. Halperin; RAO - Moscow: MPSI; Voronezh: SPA "Modec", 2003 - 408 p.

[3] Lisina M.I. Some problems of transfer in the works of foreign authors / M.I. Lisina // Issues of psychology. - 1980. - № 15. - pp. 153-169

[4] Nizamieva, L.R., Nazarova, G.I., Ostroumova, O.F. (2016). Teaching French as a Foreign Language in the Multilingual Environment (The Example of Tatarstan Republic) // The Social Sciences. 11(6). pp. 1035-1041.

[5] Dominique Markey, Elena Porshneva. L'enseignment modulaire en langues etrangeres / Actual problems of the Roman languages and modern methods of their teaching. The materials of the IIIrd International Scientific and Practical Conference. - Kazan: Heter, 2015. - pp. 157-169.

[6] Dodge B.Some thoughts about Web Quests – 1995-1997. – URL: http://webquest.Sdsu.edu/about webquests.html (reference date: 03.03.2017).

[7] Vu Van TUAN Communicative Competence of the Fourth Year College Students: Basis for proposed English Language Program, Astra Salvensis, Supplement No. 2, 2017, p. 45

[8] Irina MALGANOVA, Andrey ERMAKOV, Development of heating Devices from Polypropylene, Astra Salvensis, Supplement No. 2, 2017, p. 93

[9] Galeeva G.I. The use of modern information technologies in French language teaching / G.I. Galeeva // Actual problems of Roman languages and the modern methods of their teaching. Materials of the IVth International Scientific and Practical Conference. - Kazan: Heter, 2016. - pp. 148-154.

[10] Mukhina S.A. Modern innovative learning technologies. / S.A. Mukhina, A.A. Solovyova. - M: GEOTAR-Media, 2008. - 360 p.