

FOREIGN LANGUAGE REAL USE TEACHING

V.N. Smirnova¹, candidate of philosophical sciences, associate professor

G.G. Sivkov², magister of modern linguistic and magister of advanced psychology, doctorate graduate student (edd in counseling psychology)

¹Penza state university of architecture and construction

²Argosy university

¹(Russia, Penza)

²(USA, Los Angeles)

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Abstract. The article deals with the problem of foreign language real use teaching. Among teaching approaches the concept a scenario is considered one of the most effective methods (based on Strategic Interaction developed by Robert Di Pietro, University of Delaware, USA). In this aspect "Engineering" students' book by Lindsay White gives a good example of the most suitable tasks on the foreign language real use for future engineers. The authors come to the conclusion that the scenario teaching approach proves to be an effective way of developing communication skills for real social and professional use by the representatives of non-language faculties.

Keywords: foreign language, real language use, scenario, teaching.

The three main functions of the language – cognitive, communicative and motive stated in the science of linguistics must be considered in the foreign language teaching approaches. However, the transition from the classroom to the realities of the workplace is in most cases demonstrates a lot of difficulties in foreign language real use. In real life words are used for the communication result while talking in the classroom may be common for the sake of talking, when attention is given to errors in grammar, vocabulary, and pronunciation. In authentic conversations people first listen to the essence of a phrase, and then to the way they are doing it. So the task of an effective foreign language teaching is to develop such classroom activities that contribute to capacity of language real use.

In this view the instructional method called Strategic Interaction developed by Robert Di Pietro (University of Delaware, USA) seems one of the efficient approaches in solving the problem of the foreign language real use. According to the method, students are offered certain kinds of communicative tasks called scenarios with social contexts intended for group work and individual interaction.

Robert Di Pietro defines four original features of the scenario:

1. Dyadic. At least two or possibly more individuals must interact in a scenario. The classical role-play, in contrasts, does not require more than one person, who is called upon to act out a part such as asking someone not to smoke or ordering a meal in a restaurant.

2. Cognitive/socialized. Each participant in a scenario must be given a task to complete that involves free-thinking and personal choice-making. In simulations, on the other hand, each participant is given a role-card that specifies the position to be taken by that individual in the ensuing discussion.

3. Open-ended. Scenario tasks do not point to a definite solution. Participants are free to reach their own solution.

4. Free of bias or personal traits. The participants in a scenario must be free to interpret their role as they see fit. They must not be told how to feel about a task or another participant, as often the case in socio-drama (e. g. your mother -in-law does not approve of you or you do not like to ride on trains). As soon as the participant is told how to feel, the

activity becomes a stage performance rather than a life-like search for solutions to problems [1, p. 135].

The following example offered by Robert Di Pietro is typical of the task that can be given to learners to make them functionally oriented in the use of everyday English.

You are going to spend the night in your friend's apartment while he (or she) is away. Unfortunately, you have lost the key. Your friend told you that the neighbor has an extra key. How will you convince this neighbor that you, a stranger, should be given this key so that you can get into the apartment?

Loss of a key and the need to explain your predicament convincingly to someone who does not know you are not farfetched happenings.

Two additional elements are needed in this activity in order to make it fully interactive: (1) a opposing stance to be taken by another party who has diverse concerns, and (2) the opportunity for groups of learners to work together in mapping out strategies to complete their tasks. So, the opposing stance can be personalized in the form of the "neighbor" who has the extra key. *You have an extra key to the apartment next door. The owner of that apartment has asked you to be careful about letting others use the key because there have been several burglaries in the neighborhood. Someone has just come to your door to ask for the key. How will you make certain that this person is sincere and should have?* [1, p. 133]. The solutions for this scenario are unpredictable. Such unpredictability is found in real interactions, and learners must become prepared to use English in these circumstances.

Though the problem of teaching a foreign language to university students of engineering programmes combines a lot of difficulties of acquiring adequate translation skills, as we have already mentioned in the previous works [3, p. 234], the modern educational standard implies the requirement that the foreign language real use can be widely applied in the

field of both every day and professional communications. In this aspect the scenario approach can be viewed as a potential instrument of effective developing communication skills for multi-purpose usage while teaching a foreign language to future engineers.

In this context "Engineering" students' book by Lindsay White that gives lower-intermediate students a practical foundation for the English in the real world appears to be a good example of the most suitable tasks on the language real use proficiency for future engineers.

As for speaking communication skills development, the following example tasks may be recommended:

1. *Think of three questions to ask your partner at the end of the factory tour.*

2. *You are going to take a group of English visitors around your school. Prepare what you will say to them. Write notes, practice what you will say, and ask a friend to listen to you [2, p. 9].*

3. *Think of examples from nature that are like smart materials, for examples, things that can change shape or color, or repair themselves [2, p. 7].*

The solutions for these scenarios are variable and defined by the language material of the module, though speaking spontaneity may arouse from real dialogues.

In conclusion it should be noted that once we become accustomed to viewing life as the source of themes for interaction, the classroom becomes an exiting place to learn to react. For each scenario interaction there is an individual outcome and each scenario helps to develop the communication ability in the aspect of real language use. Engaging students of non-language faculties in scenarios proves to be an effective method of good communication skills development in the sphere of real social and professional communication.

References

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ОБУЧЕНИЕ ИСПОЛЬЗОВАНИЮ ИНОСТРАННОГО ЯЗЫКА В РЕАЛЬНЫХ СИТУАЦИЯХ ОБЩЕНИЯ

В.Н. Смирнова¹, канд. филос.х наук, доцент

Г.Г. Сивков², магистр современной лингвистики, магистр современной психологии, докторант

¹Пензенский государственный университет архитектуры и строительства

²Университет Аргоси

¹(Россия, г. Пенза)

²(USA, Los Angeles)

***Аннотация.** Статья посвящена проблеме обучения умению применения иностранного языка в реальных ситуациях общения. В ряду образовательных подходов концепция сценария рассматривается как один из наиболее эффективных методов, основанных на технологии стратегического взаимодействия, разработанной Робертом Ди Пьетро, Делавэрский университет, США. В этой связи, учебник “Engineering” автора Линдси Уайт является показательным примером соответствующих заданий по обучению использованию иностранного языка в реальных ситуациях общения будущими инженерами. Авторы приходят к выводу о том, что метод сценария доказывает свою эффективность в практике формирования социальных и профессиональных коммуникативных навыков у представителей неязыковых факультетов.*

***Ключевые слова:** иностранный язык, реальные ситуации общения, сценарий, обучение.*