

# Some Methods of Extensive-communicative Education for Sustainable Development in Foreign Language

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**Abstract:** This article discusses some of the methods of extensive teaching a foreign language. Experimental testing of these techniques in the conditions of university teaching a foreign language has shown their high educational effectiveness. This approach to language teaching involves reading a large number of unadapted texts in the target language at high speed, with a general coverage of the content, and mostly independently. At the same time, minimal control should be applied by the teacher. The teacher needs to guide students through special assignments that will motivate and inspire action. This way of organizing educational process takes into consideration interests, abilities, goals of every student and thus motivate them to work harder since one student is always a part of a team so the results of cooperative work depend on individual work.

## 1 INTRODUCTION

Most of the currently used methodological systems of teaching a foreign language are based on the idea of memorizing certain elements of the text (morphemes, words, phrases, "models", etc.), which are considered as natural components that allow constructing a speech utterance in a foreign language. At the same time, the methodists, following the linguists and psychologists, hypostatize the most ancient constructivist model of speech activity dating back to the period of the origin of writing.

All methodological recipes based on such a concept of speech activity should be calculated in the most effective way to "teach" students these discrete elements of the language and the rules of nomination, which are considered as their "meanings" (Antonova, 2014). For this, a wide variety of methods of "introduction" and "consolidation" of such educational material are used, and the ultimate goal is usually a strong memorization of lexical and grammatical forms and their meanings. Their use in speech is considered as complex, but "automated" procedures for recalling the learned elements in the course of perception or construction (Grigorieva, Kalganova, Mosolkova 2016).

## 2 PROBLEM STATEMENTS


All this ultimately determines the intensive nature of the vast majority of foreign language courses, because memorization is really associated with repeated repetition (DeVoss, Jasken, Hayden, 2002). But at the same time, a sharp decrease in the communicativeness of all intensive types of study of educational material inevitably occurs, since the repeatedly reproduced text or its segment is not perceived by students as a speech message.

Studies carried out in recent years have shown the complete inconsistency of the constructivist model of language and speech activity, and although an alternative model has not yet been developed, the following has been reliably established:

1. Segments of a text taken for its constructive components in a linguistic description are not functional units of speech activity, and therefore their memorization cannot lead to language acquisition.

2. Generation of speech is not a process of linear construction of a text, and therefore, teaching the skills of constructing texts from elements retained in memory, it is impossible to develop skills of speech activity (Drouin, 2011).

3. In the perception of speech, "understanding" (interpretation) does not follow the "recognition"

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(identification) of elements, but, on the contrary, precedes identification. In other words, we do not "understand" what we "know", but we know what we understand. Therefore, teaching a person to memorize and recognize elements of a text, we do not teach him to understand the text, but we develop a palliative decoding skill.

4. Successful teaching of speech activity in a foreign language occurs only in conditions of communication in this language, and since most of the intensive exercises have a very low communicative value, their learning efficiency is usually low (Herrero, Iborra, Nogueiras, 2016). It can be argued, for example, that in lexical terms, in an hour of intensive work, a student firmly masters 1-2 lexemes.

### 3 RESEARCH QUESTIONS

These facts were the reason for the development and experimental verification of the system of methods of extensive teaching of a foreign language, in which the goal of memorization is not set. The main goal of an extensive foreign language course is to gradually expand the range of a student's speech capabilities in a given language. The main means are communicative types of study of educational material. Experimental testing of these techniques in the conditions of university teaching a foreign language has shown their high educational effectiveness.

### 4 RESEARCH METHODS

It should be noted that the description given below of some of the methods of extensively communicative study of educational material most convenient for work in a non-linguistic university is not exhaustive and rather systematic, since a consistent system of such a course has not yet been created.

#### 4.1 Extensibility Techniques

##### 4.1.1 Method 1. Linear Extensivization of Educational Material Study

Considering that the task of extensive language teaching is not memorization, but an exercise in the communicative study of the educational material, it is possible to achieve a significant increase in the effectiveness of learning if the situation is ensured when the traditional educational material (for

example, texts of a textbook or additional reading books) will be worked out by each student once "For comprehension" (if the goal of language teaching is, for example, the development of reading skills). It is quite obvious that the volume of the material being worked out in this case should increase several times.

In this case, you should adhere to the following rules:

1. The content of the text must be unknown to the student before it is worked out.

2. The text, worked out in a group lesson under the guidance of a teacher, should not be assigned to students as homework.

3. Checking homework should not turn into a secondary non-communicative study of the same text.

4. The time spent for checking homework should not exceed 10-15% of the study time of classroom studies.

5. All the necessary explanations are given by the teacher during the classroom study of the next portion of the educational material.

6. If a system of current grades is used, then an assessment of the degree of memorization of the worked out material should be avoided; it is more expedient to assess the student's "speech ability" when perceiving new text material.

It has been experimentally established that such an extensive study of 500-600 pages of informative texts in a foreign language allows you to develop a fairly strong reading and understanding skill, while intensive study of 70-80 pages of similar texts during the same time usually does not lead to the development of such a skill.

##### 4.1.2 Method 2. Extensive-Concentric Study of Educational Material

If for some reason it is impossible to use the method of linear extensivization, you can use an extensive study of the educational material with a finite radius of extensibility (the minimum range correspond to the usual intensive methods of working out the educational material). Practice has shown that during this work one should adhere to the following rules:

1. The effectiveness of training is directly proportional to the size of the extensibility range therefore it is advisable to make each center of the study of a limited volume of training material as long as possible. For example, when working out a specialized textbook consisting of a certain number of paragraphs or lessons, it is better to work through (read) all the texts of the lessons sequentially (and once) at the first intermediate level of education, at the second intermediate level of education, to perform all the exercises for translation from a foreign into a native all exercises of the "answer the questions" type, on the fourth intermediate level of education

intermediate level of education to do all exercises like "fill in the gaps" type, on the fifth intermediate level of education to make translation from native to foreign, etc. If the educational material is a collection of uniform texts or a single connected text, then concentrate it processing must have its own communicative task. In accordance with this condition, the maximum communicativeness of work on the language is preserved. On the other hand, such a study of the textbook material significantly reduces the harmful effect of the phenomenon of "vocabulary change", which is observed in all advanced textbooks due to the thematic diversity of the text material (Kubota, Mishima, Nagata, 2004).

2. Extensive-concentric working out is the easiest for the textual material of "fictional prose", since here we are dealing with texts that by their nature have an "open range of addressees", each of which can perceive the given text at its own level of understanding it. However, all the texts in the specialty that are worked out in the university course of a foreign language, it is much more difficult to organize such a study of texts at the communicative level. In this case, it is possible to preserve the communicativeness of each concentrate only under the condition of careful development of the communicative task, which would allow at each concentrator to pay attention to certain facts illuminated by the text. Such assignments can only be compiled by a specialist in a given branch of knowledge; therefore a foreign language teacher should carry out such work in close cooperation with special departments (Kuhn, 2004).

## 4.2 Techniques for Creating Communicative Situations

### 4.2.1 Method 3. Pair-Communicative Work

In intensive courses of a foreign language, the technique of pair work is considered, first of all, as a reliable means of dramatically increasing the activity of students in the classroom, therefore, most of the exercises developed for this purpose have low communicative value (for example, reproducing learned dialogues, question-and-answer work according to a scheme familiar to both partners and familiar textual material, etc.). An intensive course of a foreign language, designed to memorize certain elements of the text, cannot allow other use of the paired work of students, since only "correct" forms should be memorized, and therefore reproduced. And if, with the simultaneous paired work of the entire group, the teacher is not able to control the normativity of the students' speech, he is forced to ensure this normativity of speech due to the loss of

communicativeness, that is, due to the fact that the students in pairs reproduce one or another text, previously worked out by them under the guidance of the teacher.

Extensive teaching of a foreign language does not have this limitation, since it is not intended for memorization. From the modern psychological point of view, it could be argued that during extensive learning, not deterministic, but stochastic (probable) "involuntary" memorization occurs, in which the main requirement is not the obligatory presentation and reproduction of only normative forms, but the statistical prevalence of normative forms over non-normative ones. If a student uses the normative forms of a foreign language more often than non-normative ones, then in the course of extensive language teaching he will "master" the normative version of a foreign language without constant control and correction of the teacher. Thus, paired work of students during extensive training can be purely communicative, which is its main difference from paired work in any intensive course of a foreign language. For this, it is necessary that each member of the couple informs their partner of material that is completely unfamiliar to the latter (in content). In other words, the main rule of pair communication work is to prepare partners for a lesson using different educational material. When doing this, consider the following:

1. Pair-communication work can be carried out at any stage of teaching a foreign language, at any level of development of students' speech skills, on almost any educational material (Landauer, Foltz, Laham, 1998). Depending on the speech skills of students and the nature of the educational material, only the forms of conducting pair-communication work can change.

2. In groups of students, no one yet knows how to retell the text they have worked through, the most effective form of pair-communication work is one or another type of "dismembered reading".

3. As soon as students acquire the skill of connected retelling of the content of the text, regardless of the normality of their speech, it is necessary to use as widely as possible the form of "retelling with reverse retelling" in an extensive cycle of working through the text material, namely: a) students are given the task to read, understand and retell a text of sufficient length, and the longer the students' speech skills, the longer the text should be. For literary adapted texts, it is better to take 1 minute of speaking per 1 page of text as the initial norm, so if a student has to retell his text for 15 minutes, then he needs to "ask" at least 15 pages of coherent, meaningful literary text; b) in classroom lessons, if pair-communication work is carried out during one academic hour, each of the partners retells the content of his text to the other in 15 minutes; c) then each of

the members of the pair gives a "reverse retelling" of what was listened to in 5-7 minutes.

4. If, in the course of pair communication work, one of the partners is not able to understand a particular word or expression, then the member of the pair who prepared this material gives a translation into Russian and necessarily forces his partner to repeat the form that caused the difficulty.

5. The success of paired-communicative work of students is assessed not by the normality of the students' speech (this will immediately lead to attempts to learn and reproduce the text), but by the effectiveness of communication, that is, by accessibility, clarity, consistency of presentation and by the meaningfulness of "reverse retelling."

6. The widespread use of pair-communication work allows to individualize tasks for students without affecting the educational process in the group, that is, almost every student can receive his own individual task, which depends on the level of his speech abilities (Ogoltsova, Khmel'nitskaya, 2009).

7. Practice has shown that in order to expand the range of a student's communicative capabilities and for the fastest normalization of their speech in a foreign language, it is advisable to constantly "change pairs" so that each student of the group would be able to work with each other member of the group for about the same time during the period of one school year.

#### 4.2.2 Method 4. Homeostat

The use of this technique in an extensive communicative course of a foreign language is based on the fact that the communicative act is always two-sided, and therefore, by changing the addressee of the message (changing the partner in pair-communicative work), we have the opportunity to put the student in the conditions of a new communicative act without changing the linguistic content of the transmitted message. It should be noted that the above statement is an experimentally verified fact: a student is able to express the content of the same text 25-30 times without decreasing "interest" if each time he has a new partner and partner is not familiar with the content of the text presented to him. At the same time, there is a sharp increase in the effectiveness of the student's speech activity. The "homeostat" technique is advisable to use in cases where it is necessary to transfer the group to the next level of speech activity (for example, to the level of retelling, after the students have mastered the skill of communicatively directed reading and listening to a connected text). It should be noted that a necessary condition for the effective use of any form of pair communication work is, according to our observations, the complete

exclusion of the impact of the written text during the perception of the oral message of the partner. In addition, we should remember that the program of paired-communicative work of students should be given in such a way that the time of perception of an oral message without a speech reaction of the perceiver does not exceed 10-15 minutes, because otherwise attention is not scattered and the efficiency of work is sharply reduced. One of the indisputable advantages of the "homeostat" technique is the constant readiness of the group to conduct an effective paired-communicative study of the educational material, regardless of whether the students were able to prepare their homework for this classroom lesson or not (if each student of the group received his individual task and prepared it for work in pairs with another student, then, by changing partners, you can conduct a group lesson without additional homework).

### 4.3 Techniques for Communicative Study of Text Material

#### 4.3.1 Method 5. Communicatively Directed Reading

Very good results gives the method working on a wide variety of texts so called "look and say" technique developed by M. West. The essence of this technique is that the procedure of reading aloud with the help of a slight modification in the reading technique (it is necessary to speak, to pronounce what has been read, taking your eyes off the text and addressing a real or imaginary interlocutor) turns into something very close to "speaking". In this case, not only the imitation of the communicative orientation of speech occurs, but, with a sufficient length of the speech segment reproduced "without peeping into the text", psychologically there is no longer "reading", but guided speaking "of the student in a foreign language (Wei, Liu, 2012).

#### 4.3.2 Method 6. Checking the Communicativeness of Text Reading

In order to prevent the development of the harmful skill of "sound production" when reading aloud, when all the attention of the student is directed to the correct pronunciation of foreign words and he does not follow the content of the text, the requirement to translate certain segments of the text, answers to questions about the text etc. without looking at the text. To accustom students to such work, the following exercise should be performed several times: all students in the group are invited to read the new, but easy-to-understand text in a "look and say"



way; the teacher approaches each student in turn and, covering with his hand the part of the text he has just read, asks the student to translate into his native language the last phrase he read. This technique is also an effective way to control home reading.

### 4.3.3 Method 7. Guided Reading

Even with a minimal vocabulary, a student is able to comprehend any foreign text quite meaningfully (follow the development of an action, for example) if he has the appropriate skills of a communicative approach to foreign text material. For the development of such skills, the "guided reading" technique was very useful, the essence of which is as follows:

a) before reading the text, students are offered preliminary questions that direct their attention to certain facts of the text that are accessible to their understanding, and if the questions are formulated in Russian, then they can "enter" the meanings of some unfamiliar foreign words important for understanding the text; b) limited time is given for answering the questions; it is best to proceed from the calculation that the student should perceive the content of a page of a foreign text in 4-5 minutes. Very good results are obtained using this technique of working through texts, if at the same time an audio recording is used, in which questions on understanding the text are recorded and the reaction time of the student is determined. Thus, we can adjust the pace of reading the text.

### 4.3.4 Method 8. Dismembered Reading

One of the specific types of guided perception of the text is its "dismembered reading", when the "teaching" (this can be a teacher, if there is a frontal work in a group, or a student, if there is pair-communicative work) breaks the text into easy-to-read "learners" semantic groups and requires the "learner" to respond appropriately to each conceptual group perceived by him.

At the initial stages of language learning, the following task gives very good results: "translate the semantic group into your native language, and then reproduce it again in a foreign language". It goes without saying that in this case the student does not use the written version of the perceived text, that is, all the work is done "by ear". Experience shows that with such elaboration of the text, the "student" is not able to simply reproduce the previously heard semantic group, after he has translated it into his native language. Here a kind of act of "directed speaking" takes place, and the longer the semantic group offered to the student, the closer his reaction is to his own "speaking" in a foreign language.

If the text material is such that it does not cause any special difficulties for the "learner" to understand, then you can use the "uninterrupted" kind of dismembered reading. But in this case, in order to prevent mechanical reproduction of the text, it is necessary to divide it into more extended semantic groups (10-15 words).

### 4.3.5 Method 9. Anticipatory Reading

At the initial stages of training, in those cases when it is necessary to develop a solid skill of the technique of meaningful reading aloud, the "audited" version of the dismemberment of reading is very useful. To do this, it is necessary to prepare a record of a sufficiently long (at least 60-70 pages) coherent adapted text, which is pre-divided into semantic groups and each semantic group is translated into the student's native language. During listening, the following sequence should sound:

1. Semantic group in the native language;
2. Pause for students to read the corresponding semantic group in a foreign language;
3. Normative reading of the corresponding semantic group in a foreign language;
4. Pause for student self-correction.

When working through such an audio recording, students are given the task to read the corresponding semantic group in the text in the first pause, then compare their reading and read again more correctly. It should be noted that although the students themselves perceive such work only as an exercise to develop the skill of reading technique, the very fact of anticipatory study of a foreign text based on the segments of the text that it comprehends and independently identifies it leads to the development of the skill of understanding a new text, that is, in traditional terms, a stochastic "memorizing" a fairly large amount of lexical and grammatical forms (after two such studies of an adapted book of 80 pages, the students "learned" 500-600 words each).

## 5 CONCLUSIONS

In conclusion, it should be emphasized that using certain methods of extensively communicative teaching of a foreign language, one should not expect immediate results similar to those that we observe when working with intensive teaching methods. Having spent an intensive study of the limited educational material, the teacher and students immediately observe its result - the student is able to reproduce certain segments of the text, to combine new texts from the elements retained in memory.

With extensive work, a completely latent development of speech skills occurs, the results of which can be felt only after 2-3 months of constant use. This process is natural, latent development, therefore, the students themselves do not feel it as a qualitatively new state. That is why the teacher has to do special work from time to time in order to “show” students their growth in speech abilities (for example, to return to a text that students had difficulty in mastering several months ago). But this inconvenience is more than compensated for by the extremely high "durability" of the skills and abilities being developed.

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