Application of latest Anglicisms in teaching RFL to increase motivation and adaptation of bilingual students

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Abstract

Inconsistency of the vocabulary of study texts and of words students actually use in everyday communication should become the subject of study of teachers of Russian as a foreign language. The inclusion in the curriculum of student slang phrases allows revitalizing the educational process, giving it practical significance. The article analyzes the experience of the use of modern technologies in teaching Russian as a foreign language by instructors of National Research Tomsk Polytechnic University. The paper presents an innovative way to work with Anglicisms at lessons of Russian as a foreign language, an attempt to catalog lexical units students use in online communication.

Keywords: English borrowings; bilingual students; foreign language; teaching methodology;

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1. Introduction

Motivation to study foreign languages is most effective when it is based on ethnic and cultural characteristics and local teaching traditions. This is reflected in a number of articles by foreign researchers. Many of them have studied the issue of motivation in practical settings, identify and consider types of motivation (Rehman, Bilal, Sheikh, Bibi & Nawaz, 2014; Bernard, 2010; Shaaban & Ghaith, 2000; Babaee, 2012; Wen, 1997; Jin, 2012) and second language (L2) learner motivational types (Papi & Teimouri, 2014). A number of articles are devoted to English and Chinese due to a high demand for these languages learning. This concerns not only L2 learners, but also the teaching staff (Chubik & Slesarenko, 2012).

A study of the motivation of Pakistani students learning English demonstrated that instrumental motivation (in which foreign language ability is perceived as a means of deriving certain social and economic benefits, such as higher salary, bonuses, acceptance into prestigious educational institutions, etc.) is more effective than integrative motivation consisting of a student's wish to communicate with people in the new language and learn their culture (Rehman, Bilal, Sheikh, Bibi & Nawaz, 2014).

Another study of motivation of Lebanese students learning English showed, on the contrary, that integrative motivation, diligence, desired results, expectations and assessment of one's own abilities were the determining factors in the success of learning a foreign language. Instrumental motivation is just an addition to integrative motivation (Shaaban & Ghaith, 2000).

Investigating the Chinese students' motivation to learn English, a Canadian researcher, Naghmeh Babaee, made a survey of the relevant literature (Babaee, 2012). One of the problems he identified in his survey was as follows: many Chinese learners of English might not have the opportunity to use it beyond classrooms. So, teachers need to inspire them in different ways. This literature review highlights the need for teachers to praise their students for their own accomplishments, instead of comparing them with their peers. It helps to increase students' motivation and reduce stress (Babaee, 2012). The author also lists other means of increasing students' motivation, such as: the introduction of an entertainment component in the curriculum, an engaging personality of the teacher and an attractive design of textbooks and teaching materials. Motivation can be also effective when it is based on cultural materials: games, songs and stories that excite students to learn a foreign language and increase their academic progress.

The study of motivational factors of US students learning the Chinese language demonstrated that interest in Chinese culture is a primary motivation for the students (Xiaohong Wen, 1997).

In Great Britain, teaching and learning Chinese as a foreign language also involves a number of approaches based on culture. Elements of culture and cultural interaction are actively used in teaching a foreign language (Tinghe Jin, 2012). To develop, monitor and study the effectiveness of this approach it is important to keep track of the students' goals, expectations and skills in cross-cultural communications; to develop teaching aids; provide training to teachers; survey students; and conduct open lessons. These methods will help assess how efficiently students are mastering a new culture and acquiring intercultural communication skills through their study of a foreign language (Tinghe Jin, 2012).

The modern studentship has brought an important part of its communication into a virtual field. Internet-discourse is considered in the current research as a sub-discourse of student discourse, that is, its type. Owing to the unlimited communication on the Internet, the students are first to use latest xenolexis in their speech; on the Internet they talk about different subjects: from computer games to Internet shopping. We think that the main idea of teaching at the modern university is giving students a chance to form general and professional competences, elaborating their skills and abilities in solving different tasks in the future professional and communication fields. Experimental research proved that using latest international words borrowed from the US-English language as a way of teaching helps to:

- expand the vocabulary and knowledge of learners about separate lexical units;
- make communication in Internet discourse free;
- simplify the adaptation of bilingual students in the student environment thanks to the social dialect which energetically uses latest borrowings;
- master students' linguistic intuition and communicative abilities.

Despite the significant amount of research in RFL teaching methods, latest borrowings, actively functioning in the student Internet discourse and in the social dialect in real communication, are practically not represented when studying lexis, which shows contradiction between the theoretical research and the practical teaching of RFL. This makes the development of both the theoretical bases and didactic principles of designing a complex of exercises for RFL learning in the aforementioned aspect, involving students' independent work, urgent. Overcoming the detected contradiction has identified the relevance of this research.

2. Objectives, methodology and research design

Methods of RFL teaching to bilingual students, based on choosing latest borrowings students currently use on social networks and in speaking, as well as the designed complex of exercises from the point of view of its effectiveness, have become the subject of the research.
Research objectives consist in:
- developing motivations for learning;
- setting the most significant differences in the semantic structure of the studied borrowings and their foreign prototypes;
- working out a classification of Anglicisms, which can become a linguistic base for designing a complex of exercises on different topics of the educational program to overcome difficulties in understanding borrowings when students communicate with peers within Internet communities;
- designing a complex of exercises to help foreigners understand the actual lexis in the context of Internet-communication.
The following research methods were used to reach the assigned objectives:
- analysis of linguistic and methodological literature on the topic of the research;
- analysis of the received experimental data to verify the designed methods effectiveness for increasing students' motivation to study RFL.

3. Discussion of the research outcomes

Learning Russian as a foreign language is based on using competence approach, that is forming knowledge, skills and abilities in the process of learning. Researchers identify several interrelated types of competences: linguistic, oral, communicative, pragmatic, sociolinguistic, sociocultural, strategic and social.

This article is devoted to the acquisition of sociolinguistic and sociocultural competences by foreign students of advanced RFL learning level. The sociolinguistic competence is understood as an ability to choose and use adequate language forms and means depending on communication purposes and situations, on social roles of communication participants. The sociocultural competence is connected with the understanding of cultural features of native speakers, their habits, traditions, behavior and etiquette, with knowing how to use them smartly in the conversation, remaining a native of a different culture.

Modern RFL teaching methods are based, on the one hand, on forming holistic linguistic and cultural competence of foreign students and, on the other hand, on the development of students' ability to solve communicative tasks by means of the foreign language, which suggests fluent communication with native speakers. Developing foreign students' speaking skills is one of the most important tasks of modern RFL teaching methods. Teaching RFL pays a lot of attention to literary

language, while foreign students have to master the daily informal speech on their own out of lessons. In our article, we chose a particular layer of Russian spoken vocabulary as research material: youth jargon, which in the recent decades has influenced both the development and functioning of the Russian language, and also its native speakers' communication in general. The material was selected by the results of experiments aimed at identifying foreign students' awareness of Russian jargon vocabulary. The stimuli of the first associative experiment (Serysheva, 2014) were 45 words from *The Youth Slang Dictionary* (*komp, prikol'no, ofiget', chuvak, univer, tachka, jest', babki* and others). The main criterion for stimuli selection was frequency: how often foreign students used slang words in communicating. The experiment participants were to complete two tasks: *1. Read and explain in writing how you understand the sentences. 2. Do you use these words in your speech (yes/no)?* 52 foreign students of Tomsk Polytechnic University (TPU) were involved in the experiment: from China (26 people), Vietnam (24), Mongolia (1) and Turkey (1). The age of the participants was between 20 and 26. There were 777 responses, 177 of them were positive (23 % of all the responses), 600 negative (77 %). So, the results showed that foreign students have little awareness of common jargon vocabulary, which is obvious due to the complicated metaphorical meanings of the stimuli (*babki, zakatat gubi, limon*, and so on) and to the absence in foreign students' linguistic consciousness of associative connections when perceiving some jargon words (*chuvak, stebatsya, vashshe*, and so on).

The results of the experiment showed the necessity of learning such kind of Russian colloquial speech as jargon words. However, learning general jargon vocabulary requires studying specific phraseology and use of word-formation devices, which are unusual for foreign students. General jargon vocabulary is formed by revising the general-use words (for example, *limon* [lemon] – "million") and is presented as a "collective language game" among young people. It should be mentioned that this vocabulary is actively filled with new units, replacing concepts traditional for native speakers. From our point of view, foreign students can study this vocabulary at the advanced Russian language learning level, primarily by close communication with native speakers (Internet communication, students' events, sport games, etc). That is why teaching jargon vocabulary to foreign students requires specific teaching methods which, firstly, must be oriented on oral speech in a specific language environment.

In our work, we suggest an alternative to modern approaches to teaching speech competences for foreign students, based on studying a specific layer of jargon vocabulary, latest international words of US-English origin. The new alternative approach is supported by the positive results of the repeated associative experiment (Savilova, 2015). However, the stimuli were 16 words of foreign (borrowed) vocabulary students most frequently use in their forums in the Internet communities, for instance, in VKontakte, Students of TPU and others. The experiment participants were to complete two tasks: *1. Read and explain in writing how you understand the sentences. 2. Do you use these words in your speech (yes/no)?* 25 foreign students of TPU were involved in the experiment: from China (6 people), Vietnam (7), Mongolia (4), Czech (1), Nigeria (1), India (2), Kazakhstan (2), Kyrgyzstan (2). Their age was between 20 and 26. We had 816 responses, 670 from them were positive (82 % of all the responses), 146 negative (18 %).

As the experiment results showed, the perception of foreign vocabulary by foreign students was high (82 % of the total responses). The meaning of most foreign words mentioned in the questionnaire was familiar to foreign students, there were only 18 % of negative responses, refusals to do the task.

So, the experiment showed a high level of foreign words perception of both Russian and foreign students. This was because most of the borrowed xenolexis comes from English, which students learn as a second foreign language; because students learn slang in the daily communications in their "code" language, student slang, which also includes foreign vocabulary. We need to mark that slang is not taught at special courses at university, which creates certain communication problems between foreign and Russian students.

Based on the results of the experiments, we have developed a special method of learning Russian as a foreign language by including English loans into students' lexical minimum. The method of continuous sampling of the most popular social networks of TPU students (both Russian-speaking and foreign) helped to select seven hundred foreign-language borrowings (international words), structured by the topics for study at RFL and speech practice courses or electives.

All the words were divided into three blocks:

1. "Teaching" (students and educational programs, modern educational technologies, learning place);

2. "Students' life": (dormitory, rooms, utility rooms, rent, new technologies, sport, work, economy, people names);

3. "Students' leisure": (night clubs, cinematography, informational technologies, social nets, games, dances, cosmetology, tourism, fashion, cafes and restaurants, cars).

As an example, we present the structure of latest borrowings from the thematic block "Students' leisure", which includes 12 thematic groups (see Fig. 1). We recommend these words when studying topics: "sport", "Internet", "cinema", "café, restaurant", "cosmetics" and others. These borrowings noticeably facilitate their understanding and application due to identical phonetic sounding and lexical meaning in both English and Russian.
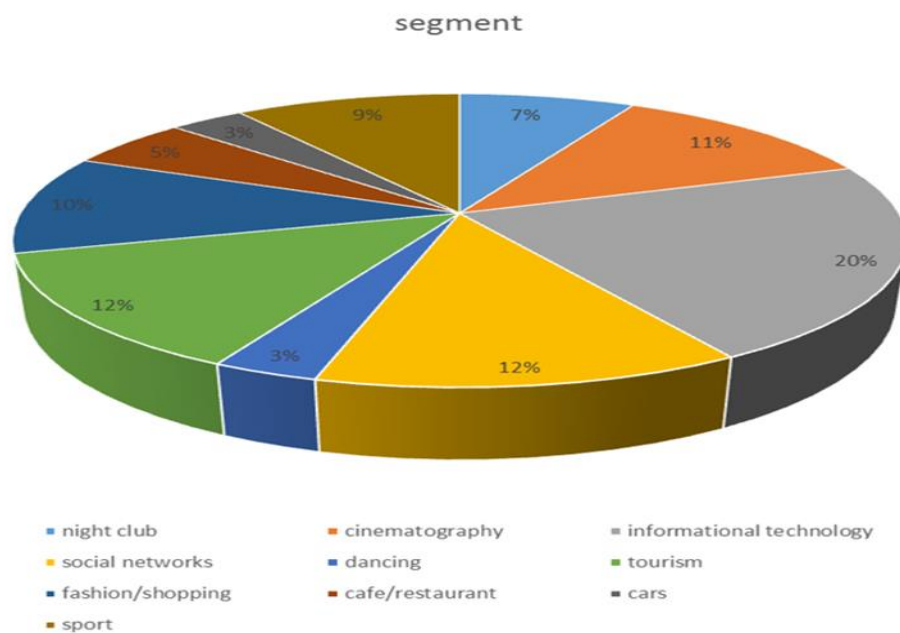

Fig. 1. Thematic groups of Anglicisms in student discourse

Initially, students do exercises with a thematic group of Anglicisms with a brief commentary of their lexical meaning. The task of the student is to determine the relationship between the inner form of the borrowed word and its meaning by identifying etymology and motivational relations between Russian and English words in their language consciousness. The thematic organization of vocabulary contributes to more efficient growth of the vocabulary, establishment of associative links. Here are some examples of thematic groups.

3.1. Cinematography

Bayopik [biopic] "biographical movie", *bestseller* [best-seller] "popular movie", *blokbaster* [blockbuster] "box-office movie", *krossover* [crossover] "series based on mixing characters from two series", *protsedural* [procedural] "detective series", [sketch] "humorous piece", [thriller] "exciting movie", *bluper* [blooper] "deleted scene", *kliffkhenger* [cliffhanger] "intriguing end of episode or series", *saundtrek* [soundtrack] "melody after the film", *fleshbek* [flashback] "trick to show the past of heroes", *fleshforvard* [flashforward] "trick to show the future of heroes", *pilot* [pilot] "experimental episode", *sinopsis* [synopsis] "retelling of the episode", *spoyler* [spoiler] "information about episodes which has not been released yet", *treyler* [trailer] "movie preview", *khiatus* [hiatus] "break", *kast* [cast] "casting team".

3.2. Social nets

Akkaunt [account] "acount in social network", *blog* [blog] "online-diary", *instagramm* [Instagram] "service for posting and commenting on photos, videos", *lamer* [lamer] "inexperienced user", *login* [login] "name of account", *luzer* [looser] "inexperienced user", *rouming* [roaming] "international connection", *sayt* [site] "space in the Internet", *selfi* [selfie] "self-portrait", *skayp* [skype] "video connection program", *folloving* [following] "adding readers in Twitter", *bloger* [blogger] "person writing a blog", *trol'* [troll] "provoker of conflict or dispute in a network", *follover* [follower] "reader of Twitter", *layk* [like] "to like", *smayl* [smile] "sign to convey emotions", *Tvitter* [twitter] "social network", *kheshteg* [hashtag] "sign in social networks", *zafreyndit'* [to friend] "add a friend in social nets", *pleylist* [playlist] "list of music tracks", *rasfreyndit'* [to unfriend] "removed from friend's list", *torrent* [torrent] "program for downloading and sharing files", *troling* [trolling] "creating a conflict situation in a social network".

3.3. Fashion / shopping

Autlet [outlet] "store specializing in sales", *diskaunter* [discount store] "sales center", *sekond-khend* [second-hand] "pawnshop", *shop* [shop] "shop", *shou-rum* [showroom] "exhibition hall", *dresskod* [dress code] "rules of dressing, style", *dizayn* [design] "making decorations", *casual/kezhel* [casual] "daily", *leybl* [label] "label", *lofery* [loafers] "shoes made of soft skin without heels and laces", *print* [print] "print", *sayz* [size] "size", *svitshot* [sweatshirt] "polyurethane sweater", *trend* [trend] "trend", *seyl* [sale] "sale", *shopping* [shopping] "time spent on shopping", *shopper* [shopper] "person who likes to buy things".
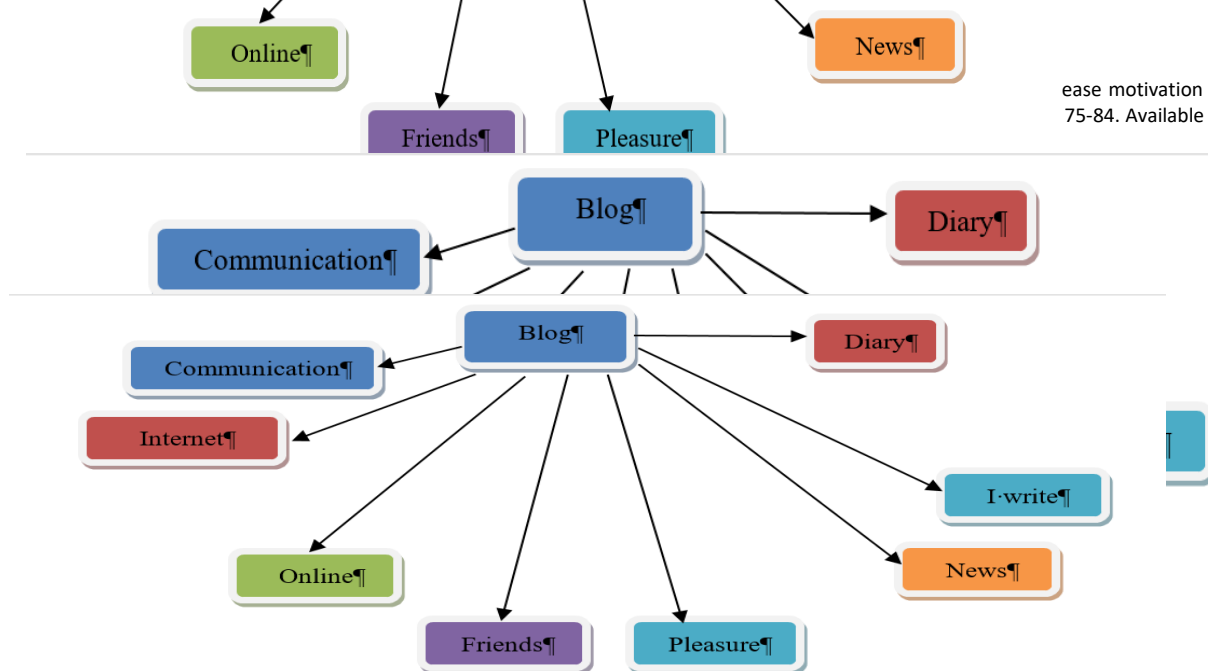
3.4. Sport

Dzhim [gym] "gym", *parkur* [parkour] "type of sports with obstacles", *rufing* [roofing] "sport competitions on roofs", *geym* [game] "game", *fitnes* [fitness] "type of sports based on keeping fit", *sheyping* [shaping] "type of rhythmic gymnastics".

The purpose of these exercises is to form an ability to analyze words as borrowings with due account for the bilingual students' specific linguistic consciousness.

One of the basic types of exercises with a high motivating effect and versatility signs in teaching RFL is tasks made on the basis of lexical analysis of borrowed words by the "simple analogy" method. This method was used at the beginning of RFL learning and at the end of the course (2012–2015 academic years). The classic method was adapted to the bilingual students' teaching conditions.

The purpose of the exercise is to identify the character of logical connections and relations between concepts based on lexical analysis of given Anglicisms. The respondent is to find a logical connection between lexemes. Observation during the experiment showed that students faced difficulties when doing the exercise. It was then done in steps.

Online¶

News¶

Friends¶ Pleasure¶

Blog¶ → Diary¶

Communication¶

Blog¶ → Diary¶

Communication¶

Internet¶

I·write¶

Online¶

News¶

Friends¶ Pleasure¶

After this, a group of words was formed, drawn together on the basis of personal associations, so their memorizing was motivated. Apart from that, new words of different parts of speech were identified, which is also grammar revision.

The second step was establishing logical connection between the given words: *shopping*, *pleasure*, *happiness*, *purchases*, *money*, *free time*, *buy off*. Here, the right context use is important, it allows to identify the odd one. The most difficult task was to make sentences with words "*shopping*" "*purchases*", so that in one case they were synonyms, and in the other case not.

Table 1. Associative Connections

№	Association	Logical connections
1	Online-Internet.	Shopping: pleasure, happiness, purchases, money, free time, buy off.
2	Twitter-network.	Party: music, fun, friends, alcohol.
3	Shop-purchase.	Ban: prohibition, computer, forbidding.

In accordance with the presented purpose, the method of the teaching experiment has been determined, suggesting the use of thematic group organizing into relevant thematic lesson scenarios. For instance, the lexical-thematic group of foodstuff, meals and drinks was introduced in the curriculum of the "restaurant, cafe" program of RFL and speech practice classes, names of clothing and footwear in the "fashion, clothing, shoes; shopping, purchases" program, and so on.

Another example is an exercises to develop students' creative abilities in the perception of foreign vocabulary based on syntax structure semantization. Respondents were offered the following tasks: 1. Read the sentences. Select the foreign words. Replace them with equivalent Russian words. 2. Use these sentences to write micro-texts; act out dialogues.

V autlete u nas poyavilas' vozmozhnost' kupit' tovary iz svezhikh kollektsiy, zaplativ vpolne razumnuyu summu [Outlets give us an opportunity to buy goods from new collections at a very reasonable price]. *2. Odin iz samykh spornykh trendov etogo goda – eto prozrachnyye tkani* [One of the most controversial trends this year is transparent fabrics]. *3. Tyazheley vsego poklonniki perenosyat letniy khiatus mezhdu sezonami seriala* [The hardest for series fans is to survive the summer hiatus between the seasons]. *4. Yeshcho v detstve my s druz'yami prosto prygali, ne znaya, chto takoye parkur* [Back in childhood my friends and I used to simply jump without knowing what

parkour is]. *5. Moya podruga zanimayetsya sheypingom tri raza v nedelyu i soblyudayet osobyy rezhim pitaniya* [My friend practices shaping three times a week and keeps to a special diet].

Exercises of this type allow developing the skills of understanding and differentiation of semantic and stylistic assimilation of foreign vocabulary in context, analyzing unclear sentences by mastering the techniques of learning the internal structure of the word.

The exercises given as examples aim at the development of communication skills of foreign students in the perception of foreign-language texts. We structured the used material in a dictionary project for bilingual students studying Russian as a foreign language. The entry of this dictionary includes a minimal grammar commentary (gender, the singular genitive ending, mutability / immutability of the word), the lexical meaning of the word in Russian and English, the word's etymology, homonymy and polysemy (if necessary), illustrating contexts from the social network VKontakte or student youth newspaper UniverCITY (http://www.uc.tomsk.ru/) published in Tomsk from 2008 to 2013. The dictionary has about 700 nominations.

A sample entry is as follows.

Android. Russian: *android, -a* (S. Gen.), m. (from English *Androides* "humanoid"): an operating system for PCs, smartphones and other devices. "In the future we plan to release an application for Android and Windows Phone (http://www.sweettrip.ru)" [UniverCITY, 113, March 16, 2013], "Galiya Burumbaeva: Better get Apple, I had an Android tablet, and I had a lot of problems with it, and my friends also had this OS, she had problems, too((((It is better to take a good one at once!!!! [https://vk.com/wall-57308544].

Russian: *Apgred / abgreid, -a* (S. Gen.), m. (borrowed in the 1990s from English *upgrade):* update, upgrade, improvement, coll. "Ramin Abdulaev: Hmm . . . upgrade is required . . ." [VK TPU].

Russian: *Avatar, -a* (S. Gen.)*,* m. (from English *avatar* "incarnation"): a user's picture or icon in social networks. "With this avatar you only upset people" [https://vk.com/wall-57308544?q].

Russian: *Banner, -a* (S. Gen.), m. (from English *banner*): 1) an advertising board in the shop window; 2) an advertising graphic image or text block that appears on the site and is a hyperlink. "Ekaterina Siluyanova: Egor, yes, but a banner about Polytechnic [University] was there before it (something like enter TPU, but I do not remember exactly)" [https: // vk.com/wall-57308544?q].

Russian: *Vidzhet, -a* (S. Gen.), m. (from English *widget*): an auxiliary mini-program, a graphic module which is located in the space of the parent program and is a decoration of the workspace. "Alexander can you be more specific? What widget, what is it exactly that you want to check?" [https://vk.com/feed?qsection=search].

The dictionary project allowed to present the full list of English borrowings in the Russian language in a convenient form, which enables the teacher to use this vocabulary in the designing of different types of exercises.

4. Conclusion

Experimental work has shown that the student online discourse material selected for RFL teaching can be an effective means of teaching bilingual students.

The primary study revealed the features of the newest Anglicisms in Russian student Internet discourse that condition their specific learning by bilingual students. Based on the linguistic analysis of student online discourse containing the newest Anglicisms and on features of perception and assimilation of Anglicisms by foreign students, a set of exercises aimed at the mastery of the vocabulary in order to fully understand the student Internet discourse was theoretically proved and designed. From the analyzed texts of Internet communities, publications on routine, social, art and cultural issues were selected.

In addition, texts were selected as material for designing a set of exercises. The exercises were of two types, due to the specifics of the selected material:

1) exercises on the use of Anglicisms as a support in the perception of online publications, communication;

2) exercises aimed at preventing and overcoming interference.

The results of this study allow us to formulate recommendations for the methodological work on the development of skills of adequate perception of Anglicisms:

When teaching RFL, it is important to take into account the importance of Anglicisms as borrowed vocabulary. An important feature of Anglicisms is that they are words of the language students previously studied (of the intermediary language, too). At the initial stage of training, the new borrowed vocabulary can be used as a basis for reading and analyzing Internet-communication texts, which will create and enlarge students' potential vocabulary in both English and Russian. 2. In he bilingual audience, it is advisable to work on the Russian latest derivatives formed on the basis of new borrowings. Students' understanding of the importance of the borrowed root morpheme in derivative words facilitates the assimilation of Russian and borrowed productive word-formation models and affixes. 3. For bilingual students to learn the connotative component of word meanings, basic for a holistic understanding of Internet texts, we suggest using the technique of linguistic and cultural commentary.

The method of working with latest Anglicisms presented in the research is designed for advanced learners of RFL in a bilingual environment. Some exercises may be used at elementary levels.

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