



THE XXVI ANNUAL INTERNATIONAL ACADEMIC CONFERENCE, LANGUAGE AND CULTURE, 27–30 October 2015

Socio-Cognitive Aspects in Teaching Foreign Language Discourse to University Students

Svetlana K. Gural^{a,*}, Elena M. Shulgina^a

^a*Tomsk State University, 36, Lenin Ave., Tomsk, 634050, Russia*

Abstract

The relevance of searching for effective means to teach foreign language discourse to university students is emphasized. The question of how to organize metacognitive processes during students' independent activity during their work with information in the course of teaching foreign language discourse by means of a WebQuest technology is also considered.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of National Research Tomsk State University.

Keywords: metacognition; WebQuest technology; operated independent activity; metacognitive experience; teaching foreign language discourse

1. Introduction

The educational environment long ago entered the era of globalization and has modernized in the light of changes occurring in the world. The idea of global education becomes an integral attribute today: education for international understanding, education for development, multicultural education, education in the global context, etc. (A. P. Liferov, Ya. M. Kolker, E. S. Ustinova, and others). The new prospects and development of education based on the most important principles of methodology of modern scientific thinking are also reflected in language education, especially in foreign language discourse. At the present stage this idea assumes awareness in such global challenges and threats as environmental problems, intercultural conflicts, transnational terrorism and crime, inequality and poverty, human rights, the economic development of developing countries, and, of course, it is reflected in foreign language discourse. It is possible that analysis and judgment of the content of global language education and its functions as realized in the conditions of real student teaching in the context of a certain culture will promote not

* Corresponding author. Tel.: +7-913-800-5760; fax: +7-382-252-9742.
E-mail address: gural.svetlana@mail.ru

only understanding of its future directions, but also provide continuity and preservation of the essence of language as a universal value in the conditions of globalization through foreign language discourse.

It should be noted that both in Russia and abroad a large body of theoretical linguistic research has accumulated, including an inclination toward synergy (V. I. Arshinov, V. N. Bazylev, I. A. Herman, S. K. Gural, J. S. Dobronravova, L. P. Kiyaschenko, E. N. Knyazev A. V. Kravchenko, G. G. Molchanov, A. P. Ogurtsov, V. A. Pishchalnikova, E. V. Ponomarenko, J. Eychison, G. Bamford, T. Lynch, W. R. Maturana, V. H. Varelam, G. Haken, et al.), but without being applied to teaching foreign languages. A major contribution to the study of this problem has been made by both Russian and foreign researchers working in the field of foreign language discourse (V. G. Budanov, L. M. Bondareva, T. G. Dobrosklonskaya, V. I. Karasik, E. N. Knyazev, S. P. Kurdyumov, A. A. Koblekov, A. A. Krushanov, E. S. Kubryakova, R. P. Millrood, G. G. Molchanov, A. P. Ogurtsov, I. Chernikov, J. Eychison, D. Brown, T. A. van Dijk, G. Cook, D. Crystal, M. McCarthy, R. Carter, W. R. Maturana, F. Varela, P. Serio).

2. Methodology and analysis

However, despite existing research on the one hand, teaching students foreign discourse, and on the other hand the use of web quest technology in learning different kinds of speech activity and aspects of foreign language discourse, it should be noted that there still have been no attempts to unite these two issues and to develop a technique of teaching foreign language discourse to university students by means of web quest technology.

One of the methods for the successful formation of foreign language discourse in students, allowing them to acquire professional knowledge and develop relevant skills in the field of professional communication, is the project method (E. S. Polat, V. Safonova, W. H. Kilpatrick, M. Knoll, J. Oelken). In recent years, its implementation is increasingly associated with the use of modern information and communication technologies (ICT), including educational Internet resources and, in particular, the technology of WebQuest (P.V. Sysoyev, J. Abbit, J. Ophus, M. Barahona, G. Dudeney, N. Hockly, J.A. Farreny, B. Dodge, T. March).

T. March, one of the founders of this technology, considers WebQuest in the context of cognitive psychology that allows us to understand it not only in terms of the technological side, but also from the perspective of the interaction "student - information." In confirmation of this we shall cite the researcher: "The WebQuest is the educational structure constructed as support which uses references to necessary resources in the World Network and an authentic task for motivation of students to investigate a problem with an ambiguous solution, as well as to develop their abilities in independent activity, which promotes transformation of the received information to more considered understanding" (March, 2000).

With the development of WebQuest, the designers of the technology B. Dodge and T. March gave structure to the resource and included the following obligatory sections: 1) Introduction: a formulation of the subject or name of the project, and a description of its significance and value in the study of current topics; 2) Task: the purpose of the project, conditions of completion, a problem and ways for its optimal solution, the end result (a reporting form); 3) Process: a step-by-step description of the process of work, distribution of duties of each participant or each mini-group with the corresponding list of references; 4) Resources: the list of the references chosen in advance by the teacher to fulfill the purpose of the project; there also may be issues for each link created by the Tutor, depending on the type of WebQuest; 5) Reaching consensus / Evaluation: criteria for the job (the description of criteria and parameters for the assessment of a WebQuest). The evaluation criteria depend on the type of learning tasks that can be solved in a WebQuest. 6) Conclusion: summarizing, presentation and defense of the project.

The "Resources" section is aimed at the students' independent information-finding activities while working with Internet resources, in which they study the problem thoroughly before attempting to solve it. One advantage of the technology is that working with WebQuest allows you to shift the emphasis to independent activities of students, which are comprehensively controlled thanks to the technology's format. Therefore, one of the main objectives of the organization of the learning process in teaching foreign language discourse using WebQuest is the formation, development and improvement of metacognitive skills among students.

Most scholars describe the lack of direct involvement of the teacher as the main feature in the independent work of students. For example, Ros and Martens suggest ways of organizing the independent work of students as a part of classroom work (van Loon, Ros, and Martens, 2012). However, according to Pidkastyi the main sign of

Download English Version:

<https://daneshyari.com/en/article/1110522>

Download Persian Version:

<https://daneshyari.com/article/1110522>

[Daneshyari.com](https://daneshyari.com)