International Conference for International Education and Cross-cultural Communication. Problems and Solutions (IECC-2015), 09-11 June 2015, Tomsk Polytechnic University, Tomsk, Russia

Genre Interference in the Process of Foreign Language Speaking Training

Elena N. Vavilova[a*], Marina A. Korneeva[b], Nguyen Ngoc Quy[a]

[a]Tomsk Polytechnic University, 30, Lenin ave., Tomsk, 634050, Russia
[b]Tomsk State University, 36, Lenin ave., Tomsk, 634050, Russia

Abstract

This article is devoted to a study of speech genre competence formation in technical students studying foreign language (English or Russian as a foreign). Correlations of terms of speech genre theory and types of speech genre classification are the subject of this work; the need to form speech genre competence as a component of communicative competence during the educational process is substantiated. The authors suppose that during the process of learning a foreign language, processes not only of phonetic, grammar and lexical, but also of genre interference are observed. On the basis of a «genre» experiment, material types of deviations from genre forms were classified, a hypothesis for the reasons for deviation was developed, comparison study of speech product in foreign (non-native) and native language, was carried out. Conclusion on significant interfering influence of native language on formation of speech genre competence of secondary linguistic identity was drawn.

1. Introduction

Traditionally in foreign language education in higher educational institution, much attention is paid to vocabulary, grammar, speech perception (reading and listening) and, certainly, speaking. There are teaching methods with different degrees of communicative orientation. The following situation often takes place, however: at the

---

* Corresponding author. Tel.: +7-3822-56-38-17.
E-mail address: vavilelen@tpu.ru

initial stage the teacher's attention is focused on correcting lexical and grammatical mistakes, and at advanced stages the focus of attention is shifted to monologues (reports, presentations) or informative dialogue (discussion, dispute). Thus, a certain gap appears in the genre repertoire of a person studying a foreign language. And it is worth to mentioning that when testing language level, the specific speech genres tested are obligatory. For example: «invitation/ advice / request for information/ and etc.» at the initial stage; «objection, reproach, consolation, and etc.» at the next stages. In this case, the task is formed as «express intension». A review of study guides shows that study guides include such tasks, but often they aren't systematized. In more systematic way the basic repertoire of speech genres is shown in the first part of phrasebooks (and then, in situations classified by theme: hotel, city, transport, shop and etc.), or in special additional study guides devoted to expressing feelings and opinions, etiquette, and etc.

However, it can be said without prejudice that during speech formation in ontogenesis, in one's native language, not even words come first in our speech communication, but more simple speech acts: consent («yes») / refusal («no»), drawing attention («mother»), requesting («give»). Consequently, from the first moment of our speech act we speak, talking not with the help of words and sentences, but with the help of speech genres. And accordingly, speech genres should be front and in the development of communicative competence.

In connection with abovementioned, the question of the correlation of the terms «speech act» and «speech genre» arises, as well as the problem of defining the term «speech genre».

In recent years, a tendency towards generalizing and conceptualizing experience in studying speech genres has become noticeable in research focused on the problems of genre studies, along with a drive to unify the definitions. It is still not possible to confirm that a system of general terms or classification of speech genres has been developed, but the majority of researchers tend to define speech genre as verbal and sign-oriented handling of a typical communicative situation, characterized by thematic, composition, and stylistic stability (Akulova, 2011; Sedov, 2009; Bakhtin, 1979, etc.).

The situation with classification is slightly more complicated. So far there is classification by spontaneity / preparedness characteristic; by volume; by intention of speaking person (and in this classification affinity of speech genres theory and speech acts theory takes place in foreign linguistics). The most useful taxonomies according to T.V. Shmelevainclude informative, imperative, etiquette, and evaluative genres, and according to N.D. Arutyunova: informative dialogue; prescriptive dialogue; opinions exchange with the aim of making a decision or investigating the truth; dialogue, with the aim of establishing or regulating interpersonal relations; leisure speech genres. There are other classifications by illocutionary goal, however, the opposition of informative and phatic genres is the most essential (Dementyev, 2010, etc.).

As a part of this paper we are interested in the formation and functioning of primary (simple) elementary (including subgenres), mainly phatic speech genres.

When studying a foreign language the question of intercommunication of genre and cultural definitions becomes important. There is no doubt that genre is a socially and culturally based phenomenon (Sedov, 2009; Akulova, 2011). It is known that there are specific genres for ethnos, but there are much more universal genres with common components. At the same time, as Akulova E.V. supposes (2011), the coincidence of genre names doesn't always mean that the compared genres are identical: they may differ by structure and could be used in different functions. An illustration of this fact could be contrastive studies of speech genres (e.g., the announcement genre in different languages), proving the misconception of the equivalency of genres with the same name.

These conclusions serve as a basis to pay due attention to formation of speech genre competence during the process of foreign language education. The formation of speech genre competence under conditions of artificial bilingualism is considered by N. Y. Smirnova in her paper (Smirnova, 2010). She comes to the conclusion that adults already have a well-formed system of genre thinking in their native language, and they rely on this system when learning a second language. Moreover, this process goes more successfully at the initial stage, and more slowly, in spite of better knowledge of the foreign language (vocabulary and grammar), at the next one. In our opinion, this can be explained by simplicity of more frequent speech genres and functions, performed by them. On the other hand, a mother tongue in the background could have a positive influence as well as negative, leading to interference.

Interference within the framework of this paper is understood as the process and result of the intercommunication of language systems under the conditions of bilingualism (artificial in this case), arising during individual acquisition