Current trends in the development of interactive methods in teaching foreign languages

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Abstract. The subject of research covered in this paper is a method of teaching a foreign language as a means of enhancing students' cognitive activity as well as development of their creative and intellectual abilities. The interactive method of teaching is observed as a form of the cognitive activity reflecting relevant phenomena of the modern reality. The paper is mainly focused on the methodology of conducting classes using such an interactive teaching method as a language game in order to develop lexical, grammatical and phonetic competence of students. The potential of a language game as an interactive teaching method (communicative approach) is demonstrated through studying headlines of French newspapers in the context of teaching the French language to linguistic students. Various interpretations of the "language game" concept have been compiled on the basis of up-to-date academic literature. Several levels of language game comprehension and translation are analyzed including the following ones: word-formation, idiomatic and phonetic. Examples of newspaper headlines are provided in order to scrutinize lexical and stylistic figures of speech (e.g. personification, metaphor, comparison, oxymoron, pun) as well as set expressions and syntactic constructions. Methodological guidelines for applying a language game as an interactive teaching method are offered. The paper is aimed at teachers of higher professional education institutions.

1. Introduction

An extraordinary feature of the current decade of XXI century is the highly growing pace of world globalization that results in a qualitatively new stage of the world educational space. The problem of finding effective teaching methods and technologies is in sight of a lot of scientists and researchers, who emphasize that the educational process is fully subjected to the needs of our society [1-3]. In recent times great attention is paid to optimization of the process of learning foreign languages, communicative and multicultural competency start to prevail, the goal of which is a proper use of foreign language in a communicative situation [4], [5].

Teaching a foreign language today should aspire to develop both creative and intellectual capacities of students as well as a skill to "analyze, critically comprehend and efficiently apply it [information] to professional and daily practice", rather than to merely extract it [6]. Students' skills and knowledge are best activated in the conditions of creative involvement [7] [8]. The most suitable teaching method to achieve this objective is the communicative method, which is a form of the clearly targeted cognitive activity [9] [10]. This method implies more active involvement in learning as opposed to passive lecture-based information acquisition [11].

Learners' dialogue with each other and the teacher is an efficient interactive (communicative) method, which enables stimulating lexical, grammatical and general linguistic skills [12]. In addition,
it is crucial to maintain the learning open in terms of communication: students should be using their own language learning experience, while the teacher is to encourage his/her ways of knowledge acquisition and rely on various opinions rather than stick to his/her own judgement. The joint cognitive activity yields more results, if it takes place in a friendly environment created by the inflow of ideas, knowledge and experience of the participants. Teacher's activity gives way to the activity of students, whose initiative has to be encouraged. Moreover, interactive teaching methods reflect modern phenomena, which are appealing to students and contribute to broadening their experience through applying it to its theoretical comprehension [13].

The target of the article is to look at the potential of such interactive teaching method as a language game containing in the headlines of the analyzed newspapers to help develop and enrich students' lexical, grammatical and phonetic knowledge of a foreign (French) language. Thus, the target of the research done was to consider various methods of language games to increase the vocabulary of students, deepen knowledge of semantics, grammar, phraseology, style and broaden horizons in the field of culture of the country of the studied language, as well as for the formation and development of skills and abilities of students to independently search for information of interest to them.

2. Methods

Pedagogical methods are commonly divided into passive and active ones. The modern embodiment of active methods are interactive methods, including the gaming techniques. A language game based on matching words and definitions is one of the interactive learning methods and facilitates the developing of the material/ topic trained. The subject of the study presented is the potential of newspapers headlines for expanding the language competence.

For successful foreign language acquisition, it is necessary to gain knowledge and to develop verbal skills for shaping a communicative competence: a learner needs to be able to articulate his/her thoughts both verbally and in writing, as well as to comprehend both written and oral speech. Therefore, development of these skills is to be implemented within the framework of the communicative approach to teaching, while lexical, phonetic and grammatical material should be selected with an account for the learners' objectives and level [14].

The communicative competence attained at foreign language classes enables learners to apply not only verbal, but also extralinguistic devices, such as comprehension of communicative situation and non-verbal cues (facial expression, gestures, intonation) [15].

A grammatical skill is significant for shaping the communicative competence, since it ensures an accurate use of morphological and syntactic devices. The command of key stylistic resources of the lexical and idiomatic levels is critical for getting grasp of internal connections of the studied language.

For gaining a lexical competence as a constituent of the communicative competence, it is essential to master the vocabulary of the studied language, its lexical and grammatical units. A set of lexical skills, abilities and knowledge are attained through:

- linguistic knowledge and ability to follow word's etymology and word-formation rules;
- productive skills, i.e. the ability to select a communicatively appropriate concept;
- receptive skills linking the phonetic or graphical form of a word with its semantic meaning;
- sociocultural knowledge and skills that allow navigating foreign language concepts.

We will look into the potential of a language game as an interactive teaching method (communicative approach) through studying headlines of French newspapers in the context of teaching the French language to linguistic students.

The wordplay is used as part of a teaching method known as a language game [15]. In particular, it is worth noting that in Russian the linguistic concept of wordplay coincides in its title with the title of the interactive teaching method "language game" [16].
From the point of view of learning a language, language games can be divided into strategic (guessing, finding matches, role-playing games, etc.), didactic (grammatical and vocabulary games) and functional (puzzles, competitions). In our study, we focus on a didactically directed language game - a word game aimed at mastering new knowledge in the field of semantics, vocabulary, phraseology and grammar [17]. The criterion for selecting the material was the possibility to identify such language techniques that would show the peculiarities of French language, on the example of a language game used in the headlines of Le Monde, Libération and Le Figaro newspapers. This article analyzes 16 cases of a language game. In the course of training, the students were asked to translate the headlines and determine the language technique used in each of them. The control over the correctness of the hypotheses was carried out by the teacher. As a result of the discussion concerning each case of the language game, the applied language technique was determined and the most appropriate translation of the headline was offered. The discussion showed the real understanding of the material/topic studied. For the modern generation of students, it’s important to be included in the global information process where web pages are significant and information contained there can be used in the learning process [18]. Newspaper headlines reflect the events happening in the world. They are concise and capacious which is typical for “clip thinking” of young people [19].

Newspaper headlines containing a language game can be used for developing lexical competence. This game-based method is helpful for deep comprehension of the French language structure and tracing of sentence linking elements.

We will further observe the concept of a language game in the up-to-date academic literature. The review of sources has shown that there is no unified definition among modern linguists.

For instance, M. L. ZHolos claims that a language game can be regarded as implementation of the language poetic function in the form of pursuing a comic effect [20]. B.Yu. Norman defines a language game as a non-conventional, non-canonical use of language, language creativity [21]. V.Z. Sannikov considers a language game to be a sort of language inaccuracy (or peculiarity), which is deliberately allowed and understood [22].

According to V.G. Streltchuk, "a language game is a specific type of speech behavior, which rests upon intentional, conscious violation of norm" [23] (p. 48).

The analysis of the above-mentioned wordings leads to the following conclusions: a language game creates a multi-layer image, which can be interpreted depending on the recipient's perception level. A language game in the headlines of French newspapers attracts the readers' attention, sparks interest and usually intends an ironic effect [24].

3. Results and Discussion
A scrutiny of a language game in headlines of French newspapers shows that it rests upon set expressions and syntactic constructions. It often prompts to look for a hidden meaning and makes readers reflect and smile [25]. It relies on puns and polysemy, which are typical of the French language. A.A. Danilova points out that "the more distant from the conceptual core the meaning is, the more original author's decision to use such a word becomes" [26].

For example, in a headline from Le Monde “Ces pauvres riches!” (Those poor rich folks!) [27], a wordplay is made on the meaning of two antonymous adjectives: riche - rich and pauvre - poor, while the adjective pauvre changes its meaning depending on its position: it can be translated as unhappy when placed before a noun. The article focuses on the IPI training arranged by private investors for the poor rich (in the articles they are called "ces infortunés fortunés") at the Wharton business school.

The paper's objective is to look into various types of a language game exemplified by newspaper headlines in order to broaden the vocabulary of students, expand their knowledge of semantics, grammar, phraseology, stylistics and culture of country of the studied language, as well as to form and develop skills and abilities to independently seek for any information of their interest.

Different levels of comprehension and translation of a language game have been studied: word-formation, idiomatic and phonetic. In what follows, we take a closer look at the levels.
The use of language games as materials for assignments allows us to conduct better analysis, identify speech patterns [28] and consider the text at different levels. This diversity is especially characteristic of newspaper headlines [29].

One of the stylistic devices on the word-formation level is contamination, which results in occurrence of occasionalisms through blending words bound by a common meaning. For instance, in the headline “Editorial: «Overdette!»” ("Editorial note: "Superdebt”") from Le Figaro of 21 December 2018 [30], the word “overdette” is created by means of blending the English word "over" and the French word "dette" (a debt). Neologisms can be illustrated by the word "shutdown" - temporal suspension of the government in the USA in late 2018: the article headed “États-Unis: accord entre parlementaires pour éviter un «shutdown»” from Le Figaro of 12 February 2019 [31] informs about the problems associated with the construction of the wall between the United States and Mexico.

Below are some examples of headlines with neologisms:

“Fromages, vins, whisky, etmoutons: le Brexit inquiète agriculteurs français et britanniques” ("Cheese, wine, whiskey and sheep: Brexit troubles French and British farmers"). “Brexit” is a neologism formed by the first letters of the word 'Britain' and the word "exit" (exit from the European Union) [32].

“Renault réussit dans le "LowCost"... mais pas vraiment ailleurs” [33] ("Renault thrives at selling "LowCost" models ... and at nothing more"): in this headline the English word "lowcost" is chosen, which is largely used in various languages to define a cheaper variant of services, usually at the cost of quality. The author of the article points out that while economical car models sell well, the manufacturer has not profited much from other segments during the past couple of years.

At the idiomatic level, a language game comes down to play and reformulation of idioms [34], proverbs, sayings, tongue twisters, set expressions, colloquial and verbal clichés, aphorisms, political slogans, quotes from famous literary works or movies.

For instance, headlines from Le Monde contain allusions to the name of the novel "War and Peace" by L. N. Tolstoy: an article of 2004 “Guerre, paix et géographie” ("War, peace and geography") [35], “Guerre et paix aux Jeux olympiques” ("War and peace of the Olympic games"), an article of 2008 written during the Summer Olympics in China [36], “Le nouvel art de la guerre (et de la paix)” ("New art of war (and peace)") an article covering the issue of a new book - "The dictionary of War and Peace" in 2017 [37]. The name of the novel “Bonjour tristesse” ("Hello, sadness") by Françoise Sagan is converted into the headline “Adieu Sagan, bonjour tristesse” ("Goodbye, Sagan, hello, sadness") of an obituary from Le Monde issued in 2004 [38].

A language game at the idiomatic level can also be illustrated by the article headline “Les murs ont la parole” ("Walls can talk") from Libération [39]. The basis of a language game here is the French analogue of the proverb "walls have ears".

The headline “Mieux vivre et laisser mourir” ("Better live and let die") [40] of an article from Le Monde can be translated as "Live better and let others die" and echoes a French proverb "live and let live". The article deals with the law on euthanasia.

At the phonetic level a language game originates from paronomasia, rhythm, rhyme, alliteration and onomatopoeia. Newspaper headlines often make use of occasionalisms full of irony and wit. Phonetically a language game can be frequently encountered in the form of deliberate spelling errors, which add connotations as well as particular phonetics and rhythm to a phrase. Thus, alliteration (repetition of identical or similar consonants) is applied in the headline of an article from Le Monde focused on "The Hateful Eight" by Quentin Tarantino: “Les 8 Salopards”, le prochain Tarantino titré à la française" [41]. In this headline alternate consonants t and r trigger associations with the sound of a gunshot.

Newspaper headlines also exemplify well lexical and stylistic means, such as personification, metaphor, comparison, oxymoron and pun. The headline “La Grande-Bretagne sous le choc après le meurtre barbare à Londres” ("Britain is shocked by a brutal murder in London") from Le Figaro [42] contains personification: despite being a state, Britain is attributed a human sense of fear.
One more Le Figaro headline is grounded on an oxymoron generated by a combination of opposite phenomena: “Proche-Orient: l’élloquent silence de Barack Obama” ("The Middle East: eloquent silence of Barack Obama") [43].

The use of puns (combinations of different meanings of the same word or several words with similar pronunciation within a text), especially characteristic of French [44], can be illustrated by the headline “Le télé commandeur” ("Broadcaster-in-chief") [45], which is a play upon the word "commander-in-chief". This article is dedicated to the consideration of a law on audiovisual devices, on which president Nicolas Sarkozy takes a tough stance. Meanwhile, a president in France is also a commander-in-chief.

Double opposition is applied in a Le Monde headline “Mensonge du soir, vérité du matin” ("Lies in the evening, truth in the morning") [46]. The concepts of "lies" and "truth" are opposed concurrently with "evening" and "morning".

When it comes to translating a language game during a class, it is essential to take into account the content of the article itself, since the implications encoded in the headline can be deeper understood only after reading the text itself and getting its gist [47].

The above examples of a language game demonstrate idiomatic, word- forming and phonetic processes, which can become a basis for a course incorporating newspaper articles.

For instance, within a lesson dedicated to the rules of word-formation in French, the headline "Ces pauvres riches" can serve as an exercise for training the accuracy of translation: "rich poor folks" or "poor rich folks". Students are supposed to deduce the rule of changing meaning of the adjective "pauvres" depending on its position in a phrase by analyzing examples of its actual use in different combinations (noun+adjective and adjective+noun). It should be kept in mind that most adjectives are always postnominal, while there are also some prenominal adjectives and adjectives that can take both positions with a partial or full shift in semantics.

A teacher can suggest a compilation of adjectives and nouns and ask students to put them together to form word combinations and compare the translations thereof. This can be both an individual or group assignment for 2-3 students. After formulating the rule, the teacher is supposed to return to the headline and make students decide on its accurate translation and parts of speech to which the words "pauvres" and "riches" actually belong. Students may assume that both words per se can be adjectives. However, some adjectives can be nominalized by adding an article. Furthermore, the word "pauvres" belongs to the category of adjectives that can be both prenominal and postnominal. If it is placed after a noun (a typical position for most adjectives), it has a direct meaning, i.e. "poor" (deprived of material resources). In a prenominal position it has a figurative meaning, i.e. "poor - unhappy, pitiful". After that the final proofreading of the headline translation can be done.

The next stage will be to name the figure of speech used in the headline and define the pursued effect. The teacher can offer a selection of word combinations with the same figure of speech and ask students to come up with headlines for pretend articles in news media using the same stylistic devices.

4. Conclusions

The following major objectives set for the research have been achieved:

- the analysis of the different interpretations of the concept ‘the language game’ in the academic literature has proved the effectiveness of a language game as the modern interactive (communicative) teaching method;
- to provide and analyze the examples of lexical and stylistic figures of speech on the basis of the newspaper headlines, such as personification, metaphor, comparison, oxymoron, pun, as well as set expressions and syntactic constructions;
- the surfing and analysis of the considered samples of a language game in the headlines of French newspapers ensure a better understanding of the language structure on the word-formation, idiomatic and phonetic levels. The examples of lexical and stylistic figures of speech taken from the newspaper headlines, such as personification, metaphor, comparison, oxymoron, pun, as well
as set expressions and syntactic constructions are a prerequisite of the fact that the possession of foreign languages and culture will be improving.

- Translation of headlines with a language game helps to spot gaps in the command of phraseology, lexicology, morphology and semantics. Group discussions of accurate translation is advantageous for the mutual exchange of students' knowledge, while the teacher can suggest new solutions for language game interpretation.

- Our conclusions are in line with the opinion that "the search for modern interactive learning methods and technologies, … along with traditional methods, will contribute to increasing the cognitive activity of students"[48]. As part of the method described in this article, students work with authentic sources, with a description of real, not schematized examples. The discussion of the tasks presented above significantly deepens the linguistic experience of the students, as well as their communicative skills.

- The sharper and more interesting the game is (in our case, linguistic findings and guesses), the more satisfied the player feels. As our practical experience has shown, the method of language play stimulates the appeal to literary sources (newspapers), strengthens the previously obtained theoretical information and allows you to demonstrate in practice and consolidate the level of language proficiency. To implement the presented teaching objectives, a systematic approach has to be used.

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