



Modern Methods of Teaching Foreign Languages for Specific Purposes

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Abstract

The purpose of the present study is to substantiate the activity of the teacher on the optimal use of Internet resources in order to create a course of a foreign language for special purposes and modernize the learning kit using an already existing textbook. A textbook of French for students of the academic discipline "Landscape design and architecture" implemented a year ago together with interactive modules and an ICT environment have been the material of the research. Having carried out a complex analysis of thematic and specialized Internet sites, we have selected a set of online and offline materials, which precede the direct study of the materials of the textbook on the first topic. The methods of modeling of the propaedeutic block focused on the theme "Initiation into the profession" include a study of the technological map of the profession "Landscape designer (Fiche Métier: Paysagiste)", orientation test and test profession, several videos. As the final control task each student and / or the whole group are to provide a personalized presentation on the topic "My future profession and me" in different formats: video, comics, photo short story, power point presentation, poster, diagram, layout, dialogue, video interview. The content of this subsection emphasizes the functioning of professional terminology forming skills of translation. The logic of building ICT activities relies on the students' progressive understanding of the concept. The main task is to help the student learn how to learn: that is, students have to meet the psychological challenges associated with learning to achieve course's mastery. A synthesis of classical textbook and modern ICT instruments of professional communication has been analyzed: selecting and using learning support materials, formative assessments, proficiency examination, in-depth content understanding of subject matter and communicative technique have been based on the materials developers' personal experience, gradually increasing complexity of the studied material within the context of the general competence of special knowledge.

Keywords: French for Specific Purposes, Textbook, ICT Support, Landscape Design, Method of Project

1. Introduction

French as a global language of science and art, a language showing to others a way of thinking and reflecting the universe is being worrying about its future. For the Russian culture it is still one of the most impactful. Russia, for more than two centuries keeps a special interest to French cultural legacy trying to preserve this language in the structure of the modern higher education system. We admire its brilliant past: "France, mère des arts, des armes et des lois / Tu m'as nourri longtemps du lait de ta mamelle" (France, mother of arts, mother of arms and laws, / You gave me suck from your abundant breast), as Joachim du Bellay said in *Les Regrets* (1558). Our team of teachers of French for special purposes of RUDN University, Moscow, is being actively promoting the state-of-art agrarian technologies of France [1].

The purpose of the present study is to highlight the personal impact of a teacher in ICT activities implementation and modernization of learning materials using an already existing textbook on a specific topic in order to create a course of a foreign language for special purposes for beginners. The research has been centered on the organization of the module.

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2. Methods and Materials

We passionately want to convey our love of French language and culture to students of non-linguistic specialties, such as agronomy with subdomains of resource-saving cultivation practices; technologies of farming; expertise in agricultural insurance; sustainable land management technologies; cadasters and their geodetic support; landscape design; green building. A textbook of French for students of the academic discipline "Landscape design and architecture" [2] was implemented in 2016 and has to be introduced in the Telecommunication educational information system of RUDN University together with interactive modules and an ICT environment.

3. Results

3.1 Elements of classes building

A complex analysis gives us a set of online and offline materials for quick check, formative assessment and self-instruction. It is important to note that our team took a common view that L2 learning websites as such are lower in terms of impact and multiperspectivity to narrowly targeted sites addressing a wider range of people interested in chosen subject [3]. The logic of building classes relies on the students' progressive understanding of the concept "Specialist in the field of landscape design" with the gradually increasing complexity of the studied material. But there is a bifurcation of targets: students must concentrate their attention on the subject, but the teacher's main task is to help the student learn how to learn.

3.1 Steps of classes building

A teacher is recommended to precede the study of the textbook materials by a propaedeutical block focused on the theme "Initiation into the profession" (in our case, of a landscape designer). First, we selected the site "Étudiant" [4] on the online portal of the French daily newspaper *Le Parisien* as a basis because: a) it is intended for enrollees to higher schools and for students, b) it covers the definition of vocational guidance, professional orientation and professional potential, and c) it also gives information on different aspects of students' life – jobs, internships, housing. Using tags on the site, trainees can find information concerning their specialty.

The propaedeutical block is focused on the theme "Initiation into the profession of a landscape designer" (Fiche Métier: Paysagiste [7]). The technological map of the landscape designer specialty contains a description of the profession according to key criteria: mission, required qualities, social context. The content of this subsection is studied in classes with an emphasis on the functioning of special terminology. The teacher previously has to make a bilingual glossary and to compose short sentences with the same lexical units to be studied at home for the lesson.

The following aspects are considered: financial prospects; personal aspirations: how to become famous and in demand; social aspect: qualities necessary for integration into the professional community in the country and at the world level; elements of professional activities.

In addition, students have the opportunity to visit the sites of French universities offering education in this specialty, for instance the site of the Ecole nationale supérieure du paysage de Versailles [8].

The control task of this module is to compose a story about the future profession and the prospects of the employability.

3.2 Online psychological tests selection

The teachers chose online tests in French to determine the professional orientation of a student and his/her internal willingness to engage in the profession. This type of activity is very important, because it allows setting priorities and goals, gives an initial idea of challenges of the profession and draws a portrait of a typical representative of this profession. Note that this type of activity must not be planned as homework because the questions need commentaries to be properly understood.

3.3 Selecting Video

A collection of video materials on the topic has been developed. To form listening skills, we selected interviews with specialists in the field of landscape design. Preference to young well-known specialists came from the fact that older experts are perceived as mentors, and young people are perceived as colleagues in the future work. Moreover, as shown by our poll of 15 people in September 2017, young designers are perceived more open to new ideas, more advanced in technology, more flexible. We take this erroneous thought into account. However, gradually we try to provoke a discussion of the



theme of courage to create, impulse, perseverance, and show that the criterion of youth is only secondary.

3.4 Elaboration of lexical tests on gardening

Students are offered lexical tests made by the teacher on various aspects of gardening to assimilate terms. We preferred a Canadian site [9] to take the inspiration, to follow the logic and to keep the kit on gardening, but we used the photos and video made during travels of the members of our team. The learning kit includes tests with video and photos of landscapes visited by the materials developers: Paris (for example, we introduce students to Patrick Blanc's vertical wall of the Quai Branly Museum); parks of France (Versailles, Villandry, Chambord, Chenonceau, Giverny, Nice, la Villa Ephrussi de Rothschild, Colmar, Bordeaux, Chartres), and the landscape culture of the countries using or having used French on a daily basis: Belgium, Switzerland, Canada, Luxembourg, Monaco, Tunisia, Vietnam and other French-speaking countries having formed nowadays a globalized francophone culture. A significant part of the Russian tradition of organizing and decorating gardens is a direct borrowing of the traditions of the French concept of a public garden. For comparative materials on history, we primarily use the Summer Garden of St. Petersburg. To compare modern innovative techniques, Moscow public gardens details were introduced in the exercises materials such as Sokolniki, Gorky Park, VDNH. In this academic year, the exercises will include the material on the Zaryadye Park facilities [10], a newly built landmark structure near the Kremlin open in September 2017.

3.5 Control test

The control task is to create a presentation of the profession in different formats.

There are different options:

- to build a fictional interview about the profession (work in a pair / group);
- to talk about the profession in a monologue statement;
- to make a Power Point presentation;
- to create a video;
- to create a poster;
- to draw a comic (two replicas and a drawing in each slide);
- to compose a novel photo (genre scenes and two replicas).

3.5 Extracurricular activities

Another important activity designed to increase the motivation of students is the applying of professional landscaping programs and applications for landscape design in French language in this field for those who are interested in the problems of the modern equipment, planning, design innovations (Figure 1).





Figure 1. Visualization of tree and shrub planting, Trubitsyno village, Green Street. By Bezshleeva Polina, a 2d year student, made for her family's farm land. She made a video explaining the design in French.

Presentations are accompanied by a written legend in the studied foreign language. We prefer lightweight options, as they are free and can be used online. These simple programs in French (see, for example, [7]) allow setting up a garden (place green spaces, vegetable garden, pond, terrace, swimming pool, buildings, and traffic lanes); import a background image: an aerial photo or a ground plane as a support to scale; to predict the shadow projected on the house and the garden.

Thus, students systematize acquired information in foreign language bringing it to the level of creation.

4. Conclusion

The role of the teacher is decisive at all stages of the analysed typology of work.

He is the main motivating force, encouraging and welcoming the initiative of every participant of the team.

It depends on the teacher's conscientiousness and thoroughness that this course will be successful.

A universal scheme for constructing a module for teaching aims for achievement. Students imagine the psychological problems associated with learning without panicking, they display planned behavior being creative.

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