

Latest Anglicisms Used in Teaching Russian as a Foreign Language to Contribute to Motivation and Adaptation of Polylingual Students in Russia

Savilova S.L.

Institute of Linguistics and Intercultural Communication
First Moscow State Medical University named after I.M.
Sechenov
Moscow, Russia

Kokhanovskaya E.V.

Institute of Linguistics and Intercultural Communication
First Moscow State Medical University named after I.M.
Sechenov
Moscow, Russia

Smychkova E.G.

Institute of Linguistics and Intercultural Communication
First Moscow State Medical University named after I.M.
Sechenov
Moscow, Russia

Kropotkina A.A.

Institute of Linguistics and Intercultural Communication
First Moscow State Medical University named after I.M.
Sechenov
Moscow, the Russia

Abstract – Instructors of RFL in their work should take into consideration the discrepancy between the vocabulary of educational texts and vocabulary used actively by students in everyday communication. Particular slang expressions to be learnt by students in class will revive the educational process and make it more practically significant. The article analyzes the efficiency of employing modern techniques in teaching Russian as a foreign language by instructors of the First Moscow State Medical University (MSMU) named after I.M. Sechenov. The paper proposes an innovative way to deal with Anglicisms at the lessons of RFL. In addition, an attempt has been made to catalog the lexical units that students resort to in online communication.

Keywords – English borrowings, bilingual students, foreign language, teaching methods

I. INTRODUCTION

Motivation for learning a foreign language is most effective when it is based on ethnic and cultural surroundings and local learning traditions, which is studied by many foreign researchers. Numerous scientific papers dwell on the problem of students' motivation in practical parameters, as well as types of motivation and a second language L2 [1–5]. A large number of articles is written by British and Chinese researchers due to high demand for their languages. This applies not only to students learning a second foreign language, but also to the teaching staff.

A study of motivation for Pakistani students to learn English has shown that instrumental motivation in which the ability to learn a foreign language is perceived as a means of obtaining certain socio-economic benefits (higher wages, admission to prestigious educational institutions, etc.), is more effective than integral motivation which mainly expresses the student's desire to communicate with foreigners in their language and learn their culture [1].

Another study of motivation for Lebanese students to learn English, on the contrary, has revealed that integral motivation through diligence, desire for results, and assessment of their own abilities is the determining factor in the success of learning a foreign language, with instrumental motivation being just an addition to integral motivation [3].

Investigating into motivation of Chinese students wishing to learn English, a Canadian researcher, Negmeh Babei, reviewed the relevant literature. One of the problems he identified is that many Chinese students have no opportunity of speaking English other than in class. The author also lists some other means of increasing students' motivation, such as: the introduction of the element of entertainment in the curriculum, the teacher's distinctive personality and an attractive design of textbooks and educational material [6].

Motivation is also strong when it is based on such cultural sources as games, songs, motives and stories that the students may find appealing, which contributes to the success in learning a foreign language and improving the students' academic performance [7].

A study of factors influencing motivation for American students to learn Chinese has revealed students' interest in Chinese culture as the main factor in their motivation [5].

In the United Kingdom, the Chinese language is taught and studied with the help of many culture-based approaches. By and large, elements of culture and cultural interaction are actively employed in teaching a foreign language. With a view to students' academic development, the efficiency of such approaches should be researched and monitored, which is important for tracking the students' goals, expectations and skills in intercultural communication. It is also significant that teaching material be improved, more freedom be given to the teacher to control the educational process, and students be interviewed. These methods will help to assess how effectively students cope with a new culture and how successful they are at

acquiring intercultural communication skills through learning a foreign language.

Modern students have transferred a significant part of their communication to the virtual environment. In this study, the Internet discourse is regarded as a subdiscourse of the student discourse, i.e. its kind.

Many Russian and foreign research [8] papers emphasize the significance of the teacher and his/her motivational activities. The students' level of interest and the teacher's engagement are tightly interconnected [9].

Experimental studies have shown that the use of the latest internationalisms, borrowed from the Anglo-American language as a means of learning, help:

- expand students' vocabulary and make them knowledgeable about certain lexical units;
- make communication in the Internet discourse free;
- simplify the adaptation of bilingual students to the student environment due to the student sociolect, actively using Anglicisms.

Despite a significant number of studies in the field of methodology of teaching RFL, the latest borrowings actively functioning in the student Internet discourse, as well as in the sociolect in real communication, are practically not presented in the study of vocabulary, which points to the contradiction between theoretical research and the practice of teaching RFL. This calls for the urgent development of theoretical foundations and methodological principles to create a set of training exercises to teach RFL in the above-mentioned aspect, with organizing students' independent work. The relevance of this study is determined by the need for overcoming the discovered contradiction [10].

II. OBJECTIVES, METHODOLOGY AND RESEARCH DESIGN

This study focuses on methods of teaching RFL to bilingual students based on the latest sample borrowings used by students in social networks and in colloquial speech, as well as on the creation of a set of effective exercises.

The objectives of this study are as follows:

- showing ways in which students' motivation to learn can be developed
- establishing the most significant differences in the semantic structure of the studied borrowings and their foreign language prototypes;
- developing a classification of Anglicisms which can serve as a linguistic basis for the creation of a set of exercises on various topics of the curriculum, with the aim of overcoming difficulties of understanding the borrowings when students communicate with people of the same age and on the Internet;
- working out a set of exercises aimed at understanding this vocabulary by foreign students in context of Internet communication.

III. DISCUSSION OF THE RESEARCH OUTCOMES

Teaching Russian as a foreign language is based on the use of competence-based approach, i.e. the formation of knowledge, skills and abilities in the learning process. The researchers identify several interrelated types of competence, such as language, speech, communicative, pragmatic, sociolinguistic, socio-cultural, strategic and social types.

This research work focuses on the development of methods of acquisition of sociolinguistic and socio-cultural competence by foreign students who are at an advanced level of studying Russian as a foreign language. Sociolinguistic competence is understood here as the ability to choose and use adequate language forms and means, depending on the purpose as well as the situation of communication, and on social roles of communication participants. Socio-cultural competence is associated with the students' understanding of cultural characteristics of native speakers, their habits, traditions, norms of behavior and etiquette, and their ability to adequately use their knowledge in the process of communication while remaining a carrier of another culture.

Modern methods of teaching Russian as a foreign language (hereinafter-RFL), on the one hand, are aimed at the formation of integral linguistic and cultural competence of foreign students, and on the other hand, at the development of students' ability to solve communicative problems by means of a foreign language, that is, to communicate freely with native speakers of the language. The development of foreign students' oral communication skills is one of the main tasks to be solved with the help of applying modern methods in teaching RFL, with much attention to be paid to literary language, while the colloquial-everyday style of speech (non-literary language) is to be learnt by foreign students independently outside the classroom [11].

This work deals with youth jargon as research material. Jargon being a special layer of Russian colloquial vocabulary has had a significant impact on the development and functioning of the Russian language in recent decades. It has also influenced the process of communication of native speakers of Russian in general. The choice of material was conditioned by the results of the experiments conducted to identify the degree of foreign students' awareness of Russian slang vocabulary. The stimulus material of the first associative experiment [12] comprised 45 words from the Dictionary of youth slang (*комп* 'computer'; *прикольно* 'cool'; *офиgеть* 'awesome'; *чубак* 'dude'; *универ* 'University'; *тачка* / wheelbarrow 'car'; etc.). The main criterion for selection of stimulus material was the factor of slang words' frequency of use by foreign students in their communicative space.

The testees were asked to perform the following tasks:
 1. Read and write the expressions as you understand them.
 2. Note whether you use these words in your speech (Yes / No).
 52 foreign students from China (26 people), Vietnam (24), Mongolia (1) and Turkey (1) took part in the experiment. The age of the testees ranged from 20 to 26 years. A total of 777 reactions were obtained, of which 177 were positive (23% of the total number of reactions) and 600 - negative (77%). Thus, the results of the experiment point to the fact that foreign students perceive overall slang vocabulary to quite a low

degree. This can be explained, on the one hand, by complicated figurative meanings of the studied vocabulary (e.g.: бабки / grandmothers 'money'; *закатать губы* / roll up one's lips 'put up with failure'; *лимон* / lemon 'a million'; etc.). On the other hand, this is due to a lack of associative links in foreign students' linguistic consciousness in the perception of some jargon vocabulary (*чубак* 'dude'; *стебаться* 'banter'; *есище* 'it's beyond words'; etc.).

The results of the experiment showed the need to study jargon as a layer of Russian colloquial vocabulary. However, the study of overall slang vocabulary requires the development of certain phraseology and word-formation means that foreign students are not accustomed to. Overall vocabulary of jargon is created by rethinking common words (for example, lemon – "a million"), and is actually a "collective language game" among young people. At the same time, the composition of this vocabulary is actively replenished with new units, replacing the concepts familiar to the native speaker.

We suppose that only advanced students of RFL are able to study this vocabulary, in the first place, through close communication with native speakers (communication on the Internet, student events, sports games, etc.) Therefore, teaching slang vocabulary to foreign students requires the development of special methods that mainly concentrate on oral speech communication in a specific language environment.

This work offers an alternative approach to modern methods of teaching speech competence to foreign students based on the study of a special layer of slang vocabulary – the latest internationalisms of American-English origin. Positive results of the repeatedly conducted associative experiment [10] were the basis for the development of newest teaching methods. However, as stimulus material, we selected 16 words of foreign (borrowed) vocabulary, most frequently used by students on their forums in online communities, for example, VKontakte (vk.com) and others. The respondents were asked to perform the following tasks: 1. *Read and write down the expressions as you understand them*; 2. *Note whether you use these words in your speech (Yes / No)*. 25 foreign students took part in the experiment: from China (6 people), Vietnam (7), Mongolia (4), The Czech Republic (1), Nigeria (1) and India (2), Kazakhstan (2), Kyrgyzstan (2). The age of the respondents ranged from 20 to 26. A total of 816 reactions were obtained, of which 670 were positive (82% of the total number) and 146 negative (18%).

According to the findings, the degree of students' perception of foreign language vocabulary is rather high (82 % of the total number of reactions). The meaning of many foreign language units included in the questionnaires was familiar to foreign students, as evidenced by 18% of negative reactions – refusals to perform tasks.

Thus, the experiment revealed a high degree of perception of foreign language vocabulary by both Russian and foreign students. This is primarily due to the fact that most xenolexemes are borrowed from the English language, which is studied by foreign students as a second foreign language. Slang lexemes are mastered by students in everyday communication with each other in their "code" language – student slang which also includes foreign language vocabulary. It should be noted that slang vocabulary is not studied at special University courses,

creating certain difficulties in communication between foreign and Russian students.

Based on the results of the experiments, we have developed a special method of studying Russian. Seven hundred foreign-language borrowings (internationalisms) were selected by the method of continuous sampling of the most popular social networks among students (both Russian-speaking and foreigners), structured by topic, for studying RFL at the University or taking an elective course in RFL.

All vocabulary was divided into three blocks:

1. "Education" (*students and educational programs, modern educational technologies, place of study*);
2. "Student life" (*hostel, rooms, household rooms, rent, new technologies, sport, work, economy, nomination of persons*);
3. "Student Leisure": (*clubs, cinema, information technology, social networks, games, dancing, cosmetology, tourism, fashion, cafes and restaurants, cars*).

As an example, we present the structuring of the latest borrowings of the thematic block "Student leisure" which consists of twelve thematic groups (see Fig. 1). We recommend that this vocabulary be used when working on such topics as "Sports", "Internet", "Movie", "Cafe, Restaurant", "Cosmetics" and others. These borrowed nominations will greatly facilitate the overall understanding and practical application of the topics' vocabulary, due to the same phonetic sound and lexical meaning in English and in Russian.

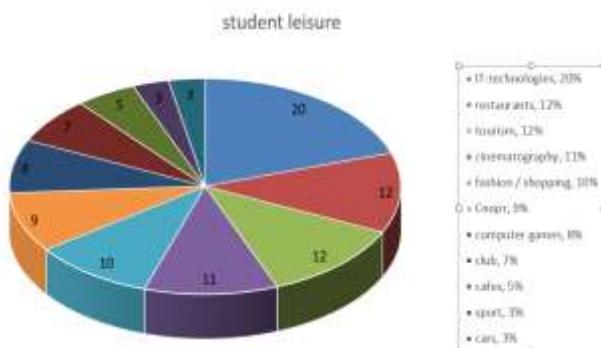


Fig. 1. Student leisure

From top to bottom: club, cinematography, IT-technologies, social networks, computer games, tourism, fashion / shopping, cafes, restaurants, cars, sport.

A. Cinematography

Байопик / biopic 'film biography'; *бестселлер* / bestseller 'popular film'; *блокбастер* / blockbuster 'successful film'; *кроссовер* / crossover 'series based on the confusion of the heroes of the two series'; *процедура* / procedural 'detective series'; *скетч* / sketch 'humorous play'; *триллер* / thriller 'film causing excitement'; *Блупер* / blooper 'deleted scenes'; *клиффхенгер* / cliffhanger 'an intriguing end to the series'; *саундтрек* / soundtrack music of the movie'; *флэшбек* / flashback 'technique which allows to show heroes of the past'; *флэшфорвард* / flash-forward 'technique that shows heroes of the future'.

B. Social networks

Аккаунт / account ‘social account in networks’; *блог / blog* ‘online diary’; *инстаграмм / instagram* ‘program for laying out and discussing photos’; *ламер / lamer* ‘inexperienced user’; *логин / login* ‘account name’; *лузер / loser* ‘disadvantaged person’; *руминг / international connection*; *сайт / site* ‘place on the Internet’; *сэлфи / selfie* ‘self-portrait’; *скайп / Skype* ‘Internet video program’; *фолловинг / following* ‘add readers to the social network ‘Twitter’.

C. Fashion / shopping.

Аутлет / outlet ‘store specialising in sales’; *дискаунт / discount* ‘outlet mall’; *секонд-хенд / second-hand* ‘thrift store’; *шоу / shop* ‘shop, store’; *шоу-рум / showroom*; *лоферы / loafers* ‘shoes made of soft leather, without heels, sometimes lace-up’; *принт / print* ‘pattern’; *сайз / size*; *тренд / trend* ‘trend, direction’; *распродажа / sale* ‘sale’; *шоппинг / shopping* ‘the time spent on buying things’; *шоппер / shopper* ‘fan of shop’.

These exercises are aimed at forming the ability to analyze vocabulary from the position of borrowing, taking into account certain characteristics of bilingual students’ linguistic consciousness.

One of basic types of exercises with a high motivating effect and signs of universality in teaching RFL are tasks developed on the basis of lexical analysis of borrowed words by the method of “simple analogies”. This method was used at the beginning of taking a course in RFL and at the end of the course (in 2012-2015 academic years). The classical method was adapted to the conditions of teaching bilingual students.

The purpose of these exercises is to identify the nature of logical relationships and relationships between concepts, based on the lexical analysis of the proposed Anglicisms. The respondent should establish a logical link in the proposed lexemes. Observations during the experiment showed that the task is rather difficult. As a result, they began to perform it in stages.

At the first stage, it was necessary to form and comprehend the associative series of the proposed words, for example:

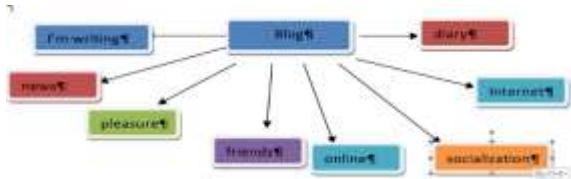


Fig. 2. Example of associative series.

From top to bottom clockwise: Blog, diary, I’m writing, news, pleasure, friends, online, Internet, socialization.

At that, this group of words, through personal associations, turned out activated and therefore motivationally remembered. Besides, the words belonging to different parts of speech are found, which results in the need for the subsequent revision of grammatical structures.

The second stage deals with the establishment of logical links between the proposed words: *шоппинг / shopping*; *удовольствие / pleasure*; *радость / joy*; *покупки / shopping*, objects purchased; *деньги / money*; *свободное время / free time*; *откупаться / buy off*. Here, it is important that the words be used in their right context, which allows to find the odd ones out in the list. The most difficult task is the following: make up sentences using the words *шоппинг / shopping* and *покупки / shopping*, objects purchased so that in one case they are synonymous, and in another case they are not.

TABLE I. LINKS

№	Associative links	Logical links
1	Шоп / Shopping – purchase	Бан / Ban - ban, computer, to forbid.
2	Твиттер / Twitter-network	Пати / Party – music, fun, friends, alcohol
3	Онлайн / Online – Internet	Шоппинг / Shopping - pleasure, joy, shopping, money, free time, buy off.

In accordance with the goal set, there were determined certain methods of the training experiment, which involved the employment of the training model dealing with the organization of thematic groups of vocabulary to be used in the lessons’ relevant thematic scenarios. For example, the selected lexical-thematic group naming food and drinks was introduced into the curriculum of RFL course for working out the topic ‘Restaurant, cafe’. The group dwelling on the names of clothes and shoes – for developing the topic ‘Fashion, clothing, shoes; shops, shopping’, etc.

Consider the example of an exercise conducted to develop students’ creative abilities in the perception of foreign language vocabulary based on the semantics of syntactic structures. Respondents were offered the following tasks: 1. Read the sentences. Select foreign words. Replace foreign language vocabulary with Russian equivalents. 2. Using these sentences, develop micro-texts, and act out dialogues.

1. В аутлете у нас появилась возможность купить товары из свежих коллекций, заплатив вполне разумную сумму ‘In the outlet we have the opportunity to buy goods from latest collections, paying quite a reasonable amount’. 2. Один из самых спорных трендов этого года – это прозрачные ткани ‘One of the most controversial trends this year is transparent fabrics’. 3 Тяжелей всего поклонники переносят летний хамфус между сезонами сериала The hardest thing that fans have to tolerate is the summer hiatus between seasons of the series. 4. Еще в детстве мы с друзьями просто прыгали, не зная, что такое паркур ‘As children, my friends and I just jumped, not knowing what parkour is’. 5. Моя подруга занимается шейпингом три раза в неделю и соблюдает особый режим питания ‘My friend does shaping three times a week and follows a special diet’.

Exercises of this type allow foreign students to develop skills of understanding and differentiating the semantic and stylistic assimilation of foreign language vocabulary in context, as well as approach incomprehensible sentences, mastering the techniques of penetration into the internal structure of the word.

Such exercises, proposed as an example, are aimed at the development of students' communicative skills in the perception of foreign language texts. It should be noted that the material used was structured into our dictionary project for bilingual students studying Russian as a foreign language. Dictionary entry of this dictionary includes minimal grammatical commentary (gender, endings of the words of genitive singular, mutability / immutability of the word), the lexical meaning of the words in the Russian and English languages, etymological blog. It also examines homonymy and polysemy (when necessary), and it does not fail to be illustrated with material from social network "Vkontakte" and the youth newspaper "University". The dictionary has about 700 nominations [13].

For example:

1. Андроид 'Android' (from Greek *Androides* 'humanoid') is operating system for computers, smartphones and other devices. 'In the future, we plan to release applications for Android and WindowsPhone'. GaliyaBurumbaeva: 'Бери лучшие Apple, у меня был планшет на android очень намучилась с ним и у знакомых тоже были на этой ОС были так же мучились как я((((Лучшие брать сразу нормальный!!!!' [14]. 'Better take Apple, I had a tablet on Android, I was exhausted with it and my friends were also on this OS as exhausted as I was' (((((Better take a proper one at once!!!!'[14].

2. Апгрейд / Апгрэйд 'Upgrade' (borrowing from the 1990s, from English 'upgrade'(coll.) with the same meaning as 'renovation, modernization, upgrade, improvement of software or hardware'. DRV.: upgrade. Ramin Abdulayev: 'Эм..апгрейд нужен... Em..upgrade is needed...' [15].

3. Аватар 'Avatar' (Eng. avatar 'incarnation') is a picture or icon of the user in social networks. 'Вам с таким аватаром людей только и расстраивают. 'You have this avatar just to upset people' [15].

The dictionary project made it possible to present in a convenient form the entire list of English borrowings in the Russian language, which enables the teacher to use this vocabulary in the development of various types of exercises.

IV. CONCLUSION

This experimental work has shown that the material chosen from student Internet discourse to teach RFL can be an effective means of teaching bilingual students.

As to the functioning of the latest Anglicisms in the Russian student Internet discourse, the primary study revealed certain peculiarities, which determine the particular ways in which bilingual students master them. On the basis of linguistic analysis of student Internet discourse, containing the latest Anglicisms and some specific features that influence their perception and assimilation by foreign students, there was theoretically justified and developed a set of exercises aimed at mastering this vocabulary in order to fully understand student Internet discourse. Publications on everyday life, social issues, art and cultural topics were selected from a number of analyzed texts from Internet communities.

In addition, there were selected the texts that served as material for the development of a set of exercises. The proposed set of exercises included the two types of exercises resulting from specific characteristics of the selected material:

1. Exercises aimed at the efficient use of Anglicisms as a supportive means of the perception of Internet publications, and at successful communication;

2. Exercises aimed at preventing and overcoming interference.

Experimental verification of the proposed provisions showed the effectiveness of the developed methods.

The results of this study allow us to formulate a number of recommendations for methodological work on the formation of skills in order to adequately perceive Anglicisms:

1. When teaching RFL, it should be taken into account that Anglicisms are borrowed vocabulary, and their most significant feature is that they are the words belonging to the student's previously studied language (also, Anglicisms perform the function of the intermediary language). At the initial stage of the course, it is possible to suggest that the latest borrowed vocabulary be used as the basis for reading and analyzing the texts of Internet communication, forming and supplementing potential vocabulary of students in both English and Russian.

2. In a bilingual audience, it is advisable that the students work on Russian derivatives formed on the basis of the latest borrowings. Students' understanding of the meaning of the borrowed root morpheme of the derived word facilitates the process of assimilation of Russian and of borrowed productive word-formation models and affixes.

3. In order to master the connotative component of the word's meaning as the basis for the comprehensive understanding of the online text, it is recommended that bilingual students resort to the linguistic and cultural commentary.

The method of work with the latest Anglicisms presented in the study is focused on the advanced stage of teaching RFL in a bilingual environment. Certain exercises can be used at the initial stage as well.

Acknowledgement

The article was written with the active assistance of students. The authors appreciate the management of the Institute of Linguistics and Intercultural Communication

First Moscow State Medical University (MSMU) named after I.M. Sechenov (Sechenov University). Moscow, the Russian Federation for their help and assistance in writing the article.

References

- [1] G.A. Rehman, H.A. Bilal, A. Sheikh, N. Bibi, A. Nawaz, "The Role of Motivation in Learning English Language for Pakistani Learners", International Journal of Humanities and Social Science, vol. 4, no. 1, 254–258, 2014.

- [2] J. Bernard, Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University. Language-Learning Environment. Dietrich College of Humanities and Social Sciences. Carnegie Mellon University, 2010.
- [3] K.A. Shaaban, G. Ghaith, "Student Motivation to Learn English as a Foreign Language", *Foreign Language Annals*, pp. 632–644, 2000.
- [4] Mostafa Papi, Yasser Teimouri, "Language Learner Motivational Types: A Cluster Analysis Study", *Language Learning*, vol. 64, no. 3, pp. 493–525.
- [5] X. Wen, "Motivation and Language Learning with Students of Chinese", *Foreign Language Annals*, vol. 30, no. 2, pp. 235–251, 1997.
- [6] N. Babaei, "Motivation in Learning English as a Second Language: A Literature Review", *Canadian Journal for New Scholars in Education*, vol. 4, no. 1, pp. 1–7, 2012.
- [7] D. Thanasoulas, "Motivation and Motivating in the Foreign Language Classroom", *The Internet TESL Journal*, vol. VIII, no. 11, 2002.
- [8] Z. Dörnyei, "Motivation in Second and Foreign Language Learning", *Language Teaching*, no. 31, pp. 117–135, 1998.
- [9] M. Matsumoto, "Second language Learners' Motivation and Their Perceptions of Teachers' Motivation", *Humanities & Social Sciences papers*, 2009. Bond University.
- [10] S.L. Savilova, "The latest foreign language vocabulary in the Russian student sociolect of the XXI century," dissertation abstract, Tomsk, 2016.
- [11] N.V. Aksanova, D.V. Shepetovskii, "Using an Electronic Resource of Wikipedia in Teaching Reading Comprehension at the Primary Stage in the Technical University", *Young scientist*, no. 1 (60), pp. 465–468, 2014.
- [12] S.L. Savilova, "Student Jargon as a Component of Formation of Bilingual Students' Speech Competence of (Foreign Language Vocabulary)", *International Journal of Applied and Fundamental Research*, pp. 739–742, 2015. Penza: Academy Of Natural Sciences.
- [13] A.A. Stepanenko, K.S. Shilyaev, Z.I. Rezanova, "Attribution of Professional Interests of Users of Social Network "Vkontakte" on the Basis of Texts of Thematic Groups and Personal Pages", *Bulletin of Tomsk State University, Philology*, no. 52, p. 132, 2018.
- [14] Retrieved from: <https://vk.com/wall-57308544/q>
- [15] Retrieved from: <https://vk.com/>