

Компенсаторная компетенция на уроках английского языка

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Аннотация. Вопрос сущности компенсаторной компетенции до сих пор остается актуальным. Это является причиной разногласий в вопросе обучения учащихся устной речи. В данной статье рассматриваются определения компенсаторной компетенции, а также ее значение для обучения иностранному языку. Статья раскрывает особенности приемов по преодолению трудностей, возникающих в устной речи, в первую очередь тех, которые можно преодолеть с помощью компенсаторных стратегий. В статье также предлагается поэтапный план действий по развитию умений спонтанной речи на ступени среднего общего образования. Помимо лингвистических стратегий, в данной работе раскрывается необходимость владения такими недооцененными компенсаторными умениями как мимика и жесты. Также в статье подчеркивается, что главная цель преподавателя – создать благоприятную атмосферу для устных высказываний, поскольку именно от этого факта зависит эффективное общение.

Ключевые слова: компенсаторная компетенция, компенсаторное умение, обучение говорению, коммуникативная компетенция.

Compensatory competence at English lessons

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Abstract. Diversified perceptions referring to compensatory competence remain a controversial question. This lead to misconception of how to improve students' speaking skills. The definitions of the phenomena mentioned above and its significance for foreign language teaching are highlighted in this work. The paper suggests techniques how to eliminate students' challenges in their oral speech. First of all, with points which can be solved by strategies of compensatory competence. The paper also provides a detailed instruction of training actions during spontaneous speech within the frame of High School education. Besides linguistic strategies it covers the necessity to use facial expressions, gestures which are still underrated while communication. It is also emphasized that teacher's overriding purpose is to provide speaking boosting atmosphere, as effective communication precisely depends on this fact.

Key words: compensatory competence, compensatory skills, teaching speaking, communicative competence.

Introduction

Recent years have seen upgoing teachers' interest to compensatory competence. This process is due to intercultural communication and globalization Initial attempts focused on revealing this phenomenon led to confusion dealt with definitions of compensatory competence in domestic and foreign methodology. Although compensatory and strategic competences have a great deal in common, they are two different constituents of communicative competence. There are still no methods of developing and improving them while teaching English. This paper focuses on compensatory competence and its strategies within the frame of school education and also introduces a scheme which solve the problem mentioned above.

One way to develop compensatory competence is to establish a system of exercises to improve students' compensatory skills. There has been extensive research regarding compensatory strategies and their constituents (compensatory skills). E.g., C. Faerch and G. Kasper suggested to focus on the first step of communicative act (planning of utterance), as exactly this step includes compensatory skills selection while speaking [5, p. 46]. However, although the compensatory competence itself was studied in great detail, little attention has been paid to the set of potential schemes to develop compensatory competence.

The paper presents a list of criteria to work out such a set. On the basis of these criteria it then describes a system of exercises that can come in handy while teaching speaking. This study shows the significance of compensatory competence development for teaching English and provides readers with a system of tasks and exercises which are aimed to solve the main target of the research.

Methodology

The current investigation is based on the model of compensatory competence which is assumed among many linguists. It has three blocks which are related to lexical and grammar knowledge and also to speaking skills.

Four compensatory strategies and main compensatory skills corresponding to them were analysed for the further research. We worked out a set of exercises for each block of compensatory strategies that is aimed to boost and develop them while teaching speaking. (In other words, using this set of exercises and working at each skill which constitutes the whole strategy we give students an opportunity to master a strategy itself).

Special features of compensatory skills determined selection criteria for training sets oriented tasks and exercises. E. g. the linguistic block is represented by some assignments that develop such students' skills as using periphrasis, synonyms and also that enrich their knowledge concerning word formation. We highlighted that during such activities the teacher's overriding purpose is to provide speaking boosting

atmosphere, as all the methods mentioned above are hardly useful without specific relationship between communicators.

Results

Data obtained in previous studies proved that compensatory competence is a significant constituent of communicative competence consequently its development is one of the teachers' predominating aim while teaching speaking. In our study we worked out a set of methods that are appropriate for being both a separate lesson and a part of it. Table 1 shows the example of such a set.

Tab.1 Role card

Some facts about parents and social mass media:

1. According to the survey **95 percent of 12- to-17-year-olds** are online and **80 percent** of them belong to social media sites. **And 60 percent** of teens listen to their parents' advice.
2. **80 percent of parents** who use social media and whose children use social media said they **had friended** their child.
3. **77 percent of parents** said they have checked to see which Web sites their children had visited. And 66 percent of parents have checked to see what information is available online about their child. Half of the parents reported using parental controls on the child's media.
4. **The overwhelming majority of parents** talk to their children about life online. Parents are a main source of online safety advice for teens, and perhaps more importantly, parents also serve as the **biggest source of influence** on what teens think is good and bad online and on cell phones.

Tasks:

S1- You are an elderly parent and you don't know what social media is. Ask other parents what it is and apologize for ignorance. Find out what role social mass media play in teens' life.

S2 – You need to use in your speech a phrase «подавляющее большинство» but you forgot it in English. Find another phrase with the similar meaning. Express your opinion concerning online safety from a strict parent's position.

S3- You should mention in your speech about the second point in the list, but remember the phrase «they had friended» is forbidden. Prove that the idea of the second point is right and it is the best way to friend with your child.

The table above represents one of the role cards for round table discussion during which students have to gain one of three points.

We also analyzed 3 Russian text books concerning tasks and exercises that deal with compensatory competence development. This analysis revealed that there are few tasks aimed to improve and boost this competence, moreover some of them are

connected with only some compensatory skills. They are periphrasis, synonyms and ways of how to re-ask if you missed the information. The experiment conducted with students at school showed that only 13% of them know and use 50% of compensatory skills. The residuary part of the test group either had no comprehension what compensatory competence is or hardly could use at least one compensatory skill.

Conclusion

Prior work has documented the significance of compensatory competence development while teaching English, as it is one of the constituents of communicative competence. However, these studies have been focused on potential ways of how to develop compensatory competence within the frame of High School education. In this study we worked out and described in details basic prospective schemes which are aimed to solve the main target of the research. Furthermore, the analysis of school text books proved that their speaking sections are hardly effective for boosting speaking skills regarding compensatory competence. In addition, this study noted the improvements that were unrelated to gender or ethnic background. This research therefore indicates that the benefits gained from using our system of exercises may be useful both at ordinary speaking lessons at schools and at extra classes as well.

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