

**PECULIARITIES OF STUDYING A FOREIGN
LANGUAGE IN THE CONTEXT OF SPEECH
ADAPTATION BY IMMIGRANT CHILDREN
TO A FOREIGN ENVIRONMENT**

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У статті продемонстровано, що спектр впливу мовлення на цілісний адаптаційний процес особистості до іншомовного середовища є широким та різнобічним. Мовлення пронизує усі психічні процеси особистості та бере активну участь у формуванні її свідомості та поведінки. У статті також розглянуто особливості мовленнєвої адаптації, як одного із ключових показників успішної адаптації дітей мігрантів до іншомовного середовища. Також продемонстровано елементи впровадження авторського психолого-дидактичного тренінгу із розвитку мовленнєвої адаптації дітей мігрантів, що базується на функціональній моделі мовленнєвої адаптації, враховує сутність та взаємозв'язок функцій мовлення та функцій адаптації. Позитивна динаміка отриманих після експерименту показників засвідчує його ефективність та доцільність використання у багатонаціональних групах.

Ключові слова: мова, мовлення, мовленнєва адаптація, лінгвокультурне середовище, функції мовлення, функції адаптації, психолого-дидактичний тренінг.

В статье продемонстрировано, что спектр влияния речи на целостный адаптационный процесс личности к иноязычной среде является широким и разносторонним. Речь пронизывает все психические процессы личности и активно участвует в формировании ее сознания и поведения. В статье также рассмотрены особенности речевой адаптации, как одного из ключевых показателей успешной адаптации детей мигрантов к иноязычной среде. Также продемонстрированы элементы внедрения авторского психолого-дидактичного тренинга по развитию речевой адаптации детей мигрантов, что базируется на функциональной модели речевой адаптации, учитывает сущность и взаимосвязь функций речи и функций адаптации. Позитивная динамика полученных после эксперимента показателей удостоверяет его эффективность и целесообразность использования в многонациональных группах.

Ключевые слова: язык, речь, речевая адаптация, лингвокультурная среда, функции речи, функции адаптации, психолого-дидактичний тренінг.

It is shown in the article that the spectrum of speech influence for the complete adaptation process of an individual to a foreign environment is wide and flexible. Speech is linked with all the psychological processes of a personality and is actively involved in the formation of one's consciousness and behavior. Peculiarities of speech adaptation are also considered in the article, as one of the key indicators of immigrant children having successfully adapted to the foreign environment. A description is provided of the elements in the implementation of the author's psycho-didactic training session, which was directed towards the development of speech adaptation on the part of immigrant children. The training is based on the functional model of speech adaptation and speech functions and adaptation functions are taken into account. The positive dynamics of the experiment results shows the efficiency and expediency of its use with multinational groups.

Keywords: language, speech, speech adaptation, linguocultural environment, functions of speech, functions of adaptation, psycho-didactic training program.

The current relevance of the research and the main issue involved with it. Language and speech are linked with all the psychological processes of individuals, and they add colour to our lives. They make us active participants in public life and they foster harmonious development and a comfortable existence within a linguocultural environment.

For children who are born and grow up in the same language environment, it is altogether natural to recognize the processes of understanding language and speech as means of cognition and of creativity, and to understand the development of communication and language culture, and of the ability to assess and initiate things independently. A language remains an inherent part of their consciousness. Immigrants face not only the problem of adapting to the new cultural and social environment, but to the speech as well.

Analysis of the latest research and publications. The research which has been conducted in a number of different branches of psychology examines some aspects of the social adaptation of immigrants to a new environment. Scientists have a variety of different interpretations regarding this adaptation and its components. The issue of social and ethnic adaptation is particularly represented in research

of O.Y. Blynova, N.Y. Zavatska, N.M. Lebedieva, L.E. Orban-Lembryk, T. B. Khomulenko, among others. Certain aspects of the problem of speech and its development have been examined in the writings of scholars such as B. H. Ananiev, T.V. Akhutina, L.S. Vyhotskyi, L.V. Zasiakina, L.O. Kalmykova, O.M. Korniiaka, O.L. Lavrynenko, O.M. Leontev, A.A. Leontev, O.M. Lozova, S.D. Maksymenko, I.D. Pasichnyk, M.O. Orap, and O.A. Solovei. The psychological principles of foreign-language knowledge and teaching have been researched in the works of O.F. Volobuieva, I.O. Zymnia, O.O. Zalevska, I.V. Kovalchuk, T.V. Pastryk, T.M. Shyriaieva and others. However, speech adaptation, which is a key factor in the adaptation of immigrants to a foreign environment, has been largely overlooked.

Presentation of the research. As we have already observed, the spectrum of speech influence on the integral adaptation process of an individual to a foreign environment is so broad that it includes not only all the psychological processes of immigrants but also the process of developing their consciousness and behaviour. The speech acts of immigrants must expedite: the process of forming a maximally positive psychoemotional state; inner serenity; a feeling of personal mobility; self-realization as an active, but not passive subject of the language environment; the process of adapting to a new culture by accepting its basic norms and values; the demonstration of tolerance to social surroundings and the feeling of mutual friendliness; the process of dealing with current needs, motives, and values.

This underlines once again that speech adaptation, by which we mean the effective use of all language means in the linguocultural environment for the realization of current individual needs, motives, the maintenance of the individual and the obtaining of new values, is the complex concept which provides successful implementation of adaptation and speech functions [Tarasiuk 2013]. In addition, successful speech adaptation is only possible with positive motivation, involving the desire and the necessity to adapt to the new language environment without violating his own values, while accepting the values of a new culture.

A.A. Leontev stated in his work «Language should not be «alien». Although he distinguished between the conscious study of foreign language under the circumstances of specially organized studies, and study of languages of intercultural communication (or

minority languages), still brought as an interpretation the example of the German term «foreign language» – «Fremdsprache», which may be literally translated as «alien language». The author emphasizes that in any case, learning a new language should be considered as a positive experience. A language that is studied is not an «alien language» or a language as a «method of socializing with strangers», but is an effective mean of self-expression, of communication and of the exchange of opinions and experience. It is necessary for the speakers of the language not to be seen as «strange», distant and incomprehensible [Leontev 1996].

The motivation for the children of immigrants to study a foreign language and speech is obvious, due to the fact that at school a language is not just a discipline but also a means for studying other subjects. For this reason, in this case it is possible to see in action the principle of interconnection between language knowledge, speech skills (listening, speaking, reading, and writing), on one hand, and of success in the educational process and fitting comfortably into society, on the other hand.

In this case a logical question arises, how to make the process of foreign language study as comfortable as possible for immigrant children, and to accelerate and improve their speech adaptation.

Nowadays there is a wide range of linguistic manuals, educational complexes, and teaching-method recommendations regarding the teaching of foreign languages (in our case, German). However, for our specific target group (children of immigrants), none of this literature is able to solve their basic needs – it is not able to make this adaptation faster. The point is that we must take into account not only the learning of the language, but also the psychological factors in this process. Thus there is a necessity to talk about the creation of psychological and didactic training for speech development. The methodology for the study of foreign language by A.A. Leontev considers the psychological and the didactic aspects and is based on three principles: communicative, cognitive and personal. The communicative aspect consists of the optimization of capturing a language through interaction. For Leontev, languages are perceived as a reflection of sociocultural reality. By the cognitive aspect of learning the language, he means not only the process of learning vocabulary and rules but also the understanding of meaning, values and concepts as «building material» for the construction in the consciousness of a

new picture of the world, a new culture. Only by this method is the birth of speech in the new language possible. The personality principle involves the possibility of a complete realization of the individual in the foreign speech as in the native language [Leontev 2001, 2004].

In our opinion, all of these three principles must be taken into account when teaching immigrant children a language which for them is a foreign language.

Thus, on the basis of empiric study and the analysis of the research results, as well as the study of the work of A.A. Leontev, a special psycho-didactic training was worked out and implemented, which was directed towards the development of speech adaptation on the part of immigrants' children. The training provided for: the positive motivation of development for all speech functions of immigrant children, taking into account their psychological cognitive, emotional and volitional processes; the creation of a favourable working atmosphere in a group; tactful realization of the correction of separate functions of speech, without focusing excessive attention on errors; the expansion of the range of communicative skills of students in socializing with peers and adults; their orientation in the process of interaction not only with their interlocutors but also towards self-realization in speech; the stimulation of respondents towards the use of literary language and the avoidance of colloquial slang; the emotional encouragement of children and the forming of confidence in the process of speech actions; the incentive towards a transformation of students from passive to active involvement; positively motivated communication participants; developing creative skills in children; association of multinational group, the formation of a positive microclimate, and the display of mutual respect and tolerance.

All tasks, exercises and games that constituted the psycho-didactic training had developing, intellectual, communicative direction, including all the cognitive processes of students (feeling, perception, thought, memory, attention, and imagination), emotional (emotions and feelings), and also volitional, perceptible and abstract processes. According to the interpretation of L.S. Vyhotskyi, exact speech combination with other types of activity of children (by a game, music, dramatization, socializing with nature and other similar activities) makes it possible for them to understand grammatical abstractions of language and spelling skills, and to attain considerable changes in speech and general development on the part of students [Vyhotskyi 1991].

The psycho-didactic training program also contained many creative tasks, because in the opinion of the prominent teacher V.O. Sukhomlynskyi, they assist in the development of the imagination, activate the emotionally-perceptible sphere of child, and develop its logical, deductive and inductive thinking processes [Sukhomlynskyi 1976].

The main idea of the author's psycho-didactic training program was based on the functional model of speech adaptation. That is why the main focus was placed specifically on the development of speech functions [Tarasiuk 2012].

Thus, the students were offered a different type of communicative exercises, which developed the ability to express opinions in verbal and written form, and to express the character of an utterance distinctly and emotionally, using the expressive function of speech.

Within the significative and gnostical functions our respondents carried out listening exercises in order to improve the comprehension of aurally received information. Students expressed their opinions with respect to the material they had listened to. In addition to listening exercises, common reading of texts was also used with the further implementation of different tasks, such as timeline reconstruction, suggestions for proper names, retelling with the help of keywords and remarks, answering questions, underlining familiar grammatical structures, etc.

In order to improve the regulation function, the students were offered exercises for developing aural comprehension, remembering it, and transmitting it as accurately as possible to others. A training planning function was carried out during the joint planning of school activities and rest. The objective was not only to write a thesis plan, but also to work out its details.

The biggest difficulties and errors were emerged in the exercises connected with the development of social and historical functions of speech. The aim of this section was to deal with German folklore, interpretation, situational use of proverbs and catch phrases in monologues and dialogues. For greater certainty in reflective functions some games were implemented using visuals, spontaneously naming them in the right gender and plural form. During the mobile games with a ball, students trained their memories, formed logical copulas at first between similar, and then between totally different objects, and

improvised and experimented with synonyms, antonyms, colours and geometrical forms.

The instrumental function of speech was developed using all the games, tasks and exercises which have already been mentioned. This speech function is intended to foster the successful use of speech for the realization of all other activities, including games. Students studied attentively to hear and understand a task, and to participate in the arrangements which were proposed.

The selection of our experiment included 45 students (25 girls and 20 boys) between 11 and 13 years of age. The training was carried out in 2012 in the Friedenstahl school (Herford, Germany). From the general selection of students 6 respondents were the children of ethnic German families, and 39 respondents were the children of immigrants.

The first stage of the experiment included the implementation of two tasks by all the respondents: the filling out of an associative test and the author's questionnaire.

The procedure for implementing both methods is described in detail in our thesis [Tarasiuk 2013].

At the second stage our experimental group was formed (23 respondents — 13 girls and 10 boys), in which the author's psycho-didactic training program was carried out. The other 22 students (12 girls and 10 boys) formed a control group and attended their lessons in the usual manner.

To demonstrate the effectiveness of our psycho-didactic training program, at the final stage of the experiment the students of both groups once again carried out the same two tasks – the associative test and the author's questionnaire.

The results of the experiment bear witness to the positive dynamics in our experimental group in all the characteristics and in both tasks, the associative test and the author's questionnaire (Table 1.)

Conclusions. The development of central logical connections and paradigmatic reactions to word stimuli in an associative test and increased middle points in a questionnaire improve our success in developing psycho-didactic training program. In our opinion, perspective is the investigation of the individual and psychological features of other age-related groups of immigrant children. It also provides an opportunity to complete our training program with new tasks.

**Dynamics of indexes of speech adaptation
by the children of immigrants**

№	Type of work	Beginning of experiment (results in points) ($\bar{X} \pm \sigma$)		End of experiment (results in points) ($\bar{X} \pm \sigma$)		Student's t-test
		EG	CG	EG	CG	EG
1	central logical reactions (max. 30)	14,43 ± 3,10	13,90 ± 4,29	19,73 ± 4,03	13,81 ± 4,29	8,823**
2	peripheral logical reactions (max. 30)	15,56 ± 3,10	16,09 ± 4,29	10,26 ± 4,03	16,18 ± 4,29	8,823**
3	syntagmatic reactions (max. 30)	18,08 ± 3,05	16,59 ± 5,94	16,47 ± 4,04	15,68 ± 5,45	2,077*
4	paradigmatic reactions (max. 30)	11,91 ± 3,05	13,40 ± 5,94	13,52 ± 4,04	14,31 ± 5,45	2,077*
5	questionnaire (max. 90)	80,52 ± 5,06	79,59 ± 6,32	84,08 ± 4,54	80,40 ± 7,54	4,939**

Note: * – relevance on level 0,05

** – relevance on level 0,01

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