

COGNITIVE APPROACH TOWARDS THE DEVELOPMENT OF SPEAKING IN A FOREIGN LANGUAGE: TECHNOLOGY OF STUDENTS' TRAINING FOR ORAL COMMUNICATION

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This article is aimed to investigate oral communicative process from the perspective of cognitive approach and to prove its significance in constructing a speech. Effectiveness of technology of development students' speaking in professional sphere based on communication models was proved. The research contains of three parts: problem determination through observation and diagnostics, experiment conduction and finding solutions. Questionnaire was conducted for identifying speaking problems of students and interviewing was undertaken for defining models of speaking process. After experiment conduction student's feedback was held. Describing features and peculiarities of cognitive approach and its influence towards student's speaking activity in theoretical part and together with experimental part enable to identify classification of different speaking models and combine them into one unique model of speaking activity. The technology that includes a complex of activities was created on the basis of constructed communicative model. The research singled out three questions concerning the difficulties that students often encounter in the process of communication. In the process of designing the technology it was taken into account all the problems that were discovered in the moment of observation. The technology of oral communication includes different training tools, methods, techniques and forms of teaching. This paper concludes that by means of cognitive approach it is possible to develop the process of gaining and production of knowledge. The technology of communication process helps students to succeed in communication and to adjust psychological condition of students in speaking process.

Keywords: cognitive approach, technology of teaching, concept, cognitive processes, communication, model of speaking activity.

INTRODUCTION

The significance of interaction between people consists of using language that is the vital means of human communication and it is represented as a cognition and the instrument of thinking. According to that, communication between people is the major mechanism to form a competent personality that is able to express thoughts independently and accurately (Goikhman & Nadeina, 2008; Gutman *et al.*, 2014; Lopatina *et al.*, 2015; Valeeva, Aitov & Bulatbayeva, 2016; Masalimova, Porchesku & Liakhnovitch, 2016; Sidelnikova, 2016; Borisova *et al.*, 2016).

Cognitive processes are also created as learning process and by means of them it is possible to construct speech in communication (Uttam *et al.*, 2016; Vygotskiy,

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1934; Peeters, 1996; Shakirova & Valeeva, 2016). Moreover, speaking about mental processes in detail, Peter Skehan (1998) considers that there is a particular order of information revision including such steps as input, central processing and output. All of these steps are interlinked with each other and together they can be combined into one framework. Passing every step of cognition in framework it is able to contribute, so that the process of interaction will be effective and constructed in a right order (Rakhimova *et al.*, 2017; Ermolaeva, 2016; Kalimullin & Utemov, 2016; Birova, 2013; Birova & Eliasova, 2014).

Especially in learning foreign languages students experience problems during conversation in the target language. They find it sophisticated to have a contact with others and begin communication processes, because other languages are usually learnt beyond the linguistic environment. Accordingly, there can be appeared psychological and emotional problems during the interaction with a native speaker. Most students also possess theoretical knowledge, but they cannot utilize it effectively in practice. To get theoretical knowledge is one, but it is required to be able to use this knowledge in practice, particularly, in speaking activity of students. In order to learn to construct correctly student's speech and to develop communicative competence of students there is a variety of approaches and methods and one of them is communicative and cognitive approach that is used widely on methodology of teaching foreign languages. In separation these two approaches (communicative and cognitive) interact with each other and have particular functions. In this article we would like to point out significance and quality of cognitive approach and how this approach contributes to the development of students' speaking activity.

Defining cognitive approach

The term can be defined in a such way "cognitive approach is theory of learning foreign languages directed to the psychological processes of learning (Davidko, 2011) and being produced on the basis of cognitive psychology that have appeared in contrast to behaviorism".

Combining issues of psycholinguistics, pragmatics and other fields of scientific knowledge, cognitive approach helps to better understand features of speaker's thinking process in the foreign language. In other words, this approach demonstrates what cognitive processes appear in learning period and how it is possible to utilize them. In addition, cognitive approach underlines relation of cognition and usage of language that led to the settlement of method to presentation of knowledge that is realized in special semantic relations and defined language mechanisms of representation out of the linguistic experience that is necessary to materialize in linguistic structures (Skehan, 1998).

The major purpose of cognitive approach in learning consists of knowledge development. To describe the approach precisely, it is the set of mental abilities

and strategies making the process of learning more effective and adapted to the new learning situations. It is also aimed to settle such issues as perception, cognition and realization of the reality, possessing, construction, storing, derivation and knowledge utilization. It can be said that there is a particular order of knowledge acquisition. During the process of knowledge perception the student relies on own existing luggage of knowledge. In other words, beginning with perception and construction of the concept the student keeps in mind given information linking it with existed knowledge and in advance can produce the experience in practice (Skehan, 1998).

Accordingly, one of the consequences arising from cognitive approach to the language and to learning of the language is related to the thought that the language reveals the world of concepts in student's conscious (Langacker, 1987) and different meanings can be equal with communicative mental images. Concepts constructed in conscious are the part of declarative knowledge and enable to perceive and understand the world. (Agnieszka, 2005) In other words, these concepts are the categories of objects, actions and abstract ideas that can be grouped and named with one word, because they share common characteristics. When a person creates a concept, it is possible to classify new objects, actions and ideas in different categories. People are used to learn new concepts by remembering the great example of the category that student saw (Duran & Spitzberg, 1995).

Cognitive and perceptive processes in students' speaking

To express the well-structured speech and to make it more effective students have to know how to build special professional concepts that are related with professional fields of learners. Therefore, at the beginning of learning process the structure of correct and mental concepts is one of the basic steps in the development of effective speaking activity.

Conceptualization that is structured by learners can be controlled with cognitive and perceptive processes. (Duran & Spitzberg, 1995) With a variety of steps of speech production these cognitive and perceptive processes consist of intention of partners, formation of speech, processes of psychological (verbal) representation and realization of concrete words.

Proceed from this it can be said that there is a concrete process of speaking activity. Beginning from the process of conceptualization students produce their speech and perceive it in the same order. Every student should follow this process during the practice of communicative speech in the foreign language.

Consequently, cognitive approach singled out main problems such as production and perception of the speech or in other words the usage of the language in speaking activity. More attention is paid on the psychological and cognitive mechanisms of speech production. In order to find the solution there is a model of communicative speech that helps to correct mistakes during the speech and as a result we can get a productive speech.

Models of communication

There are a great variety of papers related to the process of speech production and its different steps. According to linguists as Duran and Spitzberg (1995) there are three components of cognitive process that take part in communication. They are: perception and prediction of the situation (in other words, creation of concepts about a current phenomenon), controlling of interaction (when students have already known about what they should talk about, accordingly, they think of linguistic structures that are appropriate for a given context and control their speech so that everything will be clear and available for a listener), analysis of one's speech (in this step a speaker analyzes whether he produces speech effectively with the help of a listener's reaction to the speech).

By using this conceptualization of cognitive process many researchers designed and experienced a measure of cognitive communicative competence that includes five mental activities existed in successful communicative interactions. At first, according to viewpoint of Margaret and Kristen (2007) planning of cognitive processes includes mental repetition of speech. Ellis H.C., Hertel P.T. (1993) also point out that in speaking it is required to rehearse student's speech. The second mental process concerns about the understanding of how participants react to communicative situation. Thirdly, the modeling of speech can be outlined that is used in the process of speaking activity. Moreover, there is the reflection of cognitive processes that provide evaluation of the meeting and ways of using experience for communicative relations in the future. And the last used mental activity is consequence of one's speaking activity in communicative interaction. (Margaret & Kristen, 2007).

Models for speaking activity, where is a usage of main process of student's communication, were discovered by Spitzberg (2000) and Sukhova (2008). These models take into consideration cognitive processes, behavior and psychological condition of learners. Basing on models that were analyzed in the research we propose our own version of speaking activity model. Developed model consists of several steps such as:

1. *Motivation and relief.* In this step it is possible to speak generally about the motivation of students. This is one of the aspects of communication that leads to the development of effective communicative speech. In order to know the level of student's involvement it is important to identify how well students know what will be discussed in the following communication. Therefore, the next main aspect in communication is general knowledge of students. It depends on how well speakers can construct the concept about the topic. But some students feel fear or uncertainty, even if they know what is going on. With the help of this step it is possible to reduce feelings of uneasiness and incertitude. In other words this step can be called as preparation to speaking process (Suswati, 2013).

2. *Intention of speakers.* The next step is identification of motive and communicative intentions (Small & Nusbaum, 2004) of students. By giving information speaker describes intention of the listener. Listeners, in that case, in order to demonstrate that they understand given information they answer to their partner. If two speakers realize their intention it means that communication can continue further.
3. *Realization of communicative speech.* It is the step when a real interaction begins. It is a premature planning of student's speech that can be divided into two stages. (Suswati H. 2013) It is considered that speaker produces: 1) internal speech or private 2) external speech. The person thinks of words, grammatical structures, possible questions, information that he/she knows concerning the topic of conversation. When partners have already figured out the concept what they are going to discuss about, students formulate concrete linguistic structures in their mind. For instance, it depends on whether the student decides to ask a question or expresses simply opinion. It is a composite system (cognitive process) that is built in people's brain.
4. *Using gestures.* In that block it is described an interaction of speech with gestures of students during communication. Many linguists assume that communicative speech and gestures of people contribute to the growth of accurate and effective communication. In that case, speaker should be able to utilize gestures correctly, so that it will be possible to explain their ideas to the listener. (Small & Nusbaum, 2004)
5. *Control.* The speaker evaluates his speaking activity during the conversation. In other words, the speaker analyzes by means of his thoughts and ideas and structure of sentences. It can be defined by listener's reaction, it means to what extent the listener has the concept about information he/she perceives from the speaker (Sukhova, 2008).

All the functional steps described above are fundamental step-by-step structures of the communicative process. Given communicative model can be called as development of student's speech in a natural way. Practical information has to be analyzed by students and then this information can be available for using in communication. Some people suppose that if it is a natural speech process of person it is not needed to use a model. However, there are learners often felt stress, fear and worries on speaking and lose the right sequence of mental (cognitive) processes in speaking activity. Therefore, by training with the help of structured model, students can construct a fluent speech and hold conversation in the foreign language without any difficulties.

METHODOLOGICAL FRAMEWORK

Based on used methods in the research the following work was completed:

1. analysis of the term “cognitive approach” in psychology and methodology;
2. identifying of aims and the essence of cognitive approach in teaching foreign languages;
3. the role of cognitive approach in speaking activity;
4. analysis of different models of speaking activity;
5. observation of speaking activity of students with the help of questionnaire and interview;
6. defining problems in speaking activity in a foreign language.

During the observation of students we defined three main questions:

1. To what extent is professional conceptualization produced clearly during communicative speech?
2. Do students have enough knowledge about a particular model of verbal communication?
3. Is the created technology based on communicative models suitable for formation of students’ speaking in professional sphere?

In order to check and find answers to these questions during the methodological research and to prove the effectiveness of proposed model we conducted experiment among the second and third year students. Generally, 101 students participate in this experiment. At first, we undertook a questionnaire where questions concern about problems in student’s speaking activity. According to results of the questionnaire it is revealed that the majority of students have some difficulties during the interaction in other language. The problems that were encountered will be described below in detail.

After conducting the questionnaire we took an interview to know whether they have their own logical order of speaking or not. With permission of participants the interview was recorded in order to identify student’s problems easily and to be more objective with results. Then we selected only those students who have significant difficulties during their speaking and we used a proposed model to improve the results that they gave before the main experiment. But we can not just use only the model of speaking activity, for making it more effective we constructed technology of teaching speaking that contains complex of activities.

According to B. G. Lihachyev (1992) technology is the set of psychological and pedagogical setting in determination of special composition of forms, methods, ways and techniques of teaching. Also it is the set of tools, methods and the production of theoretically feasible processes of teaching, upbringing.

Activities in this technology follow the order of steps as in a proposed model of communicative speech:

- complex of activities for improving the level of motivation and relieving psychological barrier of student;
- activities for training the process of conceptualization;
- tasks to vary internal knowledge into external speech;
- a great variety of grammatical and lexical exercises for practicing professional sentence structures;
- activities for reflection and analysis of own speech during the conversation.

A great variety of methods and forms of teaching were used in technology. Mainly, it represents such methods as project, discussion, brainstorming, problem-solving. As for forms of teaching group work and pair work forms were used.

Beginning from the first step of the model all the activities were done by students. Every task that was suggested has its own stages to complete. For instance, in motivating and stimulating activities, firstly, certain tasks are completed that based on experience of students and serve to involve into the conversation. After that it is needed to know the purpose of the partner. In order to perceive intention there was given a list of phrases and sentences to practice in a different way. Before forming concepts about a certain topic it is required to recall background knowledge storied in student's memory or to form new once. And for remembering their experience or formulating new knowledge students are to do grammatical and lexical exercises. Then it is proposed to do conceptualization exercises. Also to facilitate the process of turning internal speech into external learners were required to write systematically their thoughts by means of different techniques and material and over time it would become a habit that does not need a noting process. Finally, one of the ways of assessing student's speech was to write his reflection and compare it with one's opinion. So it leads to the development of students' objectiveness and accurateness.

RESULTS AND DISCUSSION

By the results of the research it was defined the following issues. More students are not able to construct well-structured concept involving communicative speech. The reason is the ignorance of correct perception of information and the usage of knowledge in the process of speech production. Moreover, not every student has own model of communication speech and follows appropriate order of cognitive procedure in the moment of speaking. Students with such difficulties have already learnt to produce their thoughts with incorrect sequence at the moment when they started to formulate their second personality. In most cases, certain stages are omitted from the main communicative model. Although it is crucial to include all the stages of the model, as every stage is vital and together they are compiled into one complex

model. Judging from the outcomes of interview participants do not have eagerness to be involved into conversation, or it can be said there is a lack of motivation for the following action.

In general participants of the research showed good results and participated actively in the experiment. In student's opinion exercises aid significantly to improve communicative skills. During the activities to enhance the level of learner's motivation they had certain problems. It was sophisticated to overcome their emotional obstacles, particularly in the beginning of conversation. Due to that, participants often loosed gradually their interests to the process of speaking. Therefore, these types of task required a great amount of time to accomplish. However, step by step proposed training tasks enable actually learners to express their opinion fluently and to grab their attention to the topic of interlocution. To some extent given tasks also help to improve the level of adaptation in the time of unexpected situations.

When participants took part into activities to form conceptualization it was needed quite a lot of time to practice. Moreover, students were not able to explain properly concepts to their partners. But when students had an idea about how to form concepts related to their major their speaking become coherent, without long-lasting pauses and listener comprehended the purpose of speaker.

Participants managed grammatical tasks without any considerable mistakes. By means of lexical tasks learners got acquainted with a variety of techniques to remember words and learnt to implement in practice, so as to have words always in active vocabulary. The usage of the communicative model gives opportunity to identify that after finishing the conversation learners are not used to do analysis of speech that is significant for further communication. Completing the tasks for reflection or feedback, students realized that by commenting and assessing their speaking it is probable to refine their skills themselves in a short time and prevent problems immediately.

Eventually it can be pointed out that experimental group demonstrated good results than their previous answers that were taken at the beginning of the experiment. In the most of time students considered that this model aid to:

- reduce sensation of fear and disquietude before and during the procedure;
- formulate distinctly student's speech and give it in a correct way;
- anticipate approximate formation of speaking activity and where it leads in the process;
- use accurately possessed information.

Proceed form this it can be said that the model of speaking activity really stimulates to succeed in the process of communication and improve the level of student's communicative competence that contribute to the development of an excellent expert in his field.

CONCLUSION

The results of the research made us conclude that this work help us to comprehend the significance of cognitive approach and the usage of cognitive processes in communicative speech activity. Moreover, it made us clarify answers to questions that have been identified in our research. Designed exercises that interpret the model of speech process proved that conversation is based on mental processes and it can be possible to improve one's competency only by using these processes accurately and logically.

Finally, with the help of the collected theoretical information it can be highlighted that cognitive approach not only leads to improvement of thinking skills, but it also gives opportunity to utilize that students gain before and to be able to convey it so that a partner can understand the speaker immediately and be involved into conversation. In the future we hope that our proposed technology of teaching will be served as training and educational aid for freshmen and future specialists.

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