

International Conference for International Education and Cross-cultural Communication.  
Problems and Solutions (IECC-2015), 09-11 June 2015, Tomsk Polytechnic University,  
Tomsk, Russia

## Internet Communication Education of Inofon-Students (Based on English Adoptions)

Djahoudi Adbelghani<sup>a</sup>, Svetlana L. Savilova<sup>b</sup>, Yulya. V. Serysheva<sup>b</sup>, Salah Agab Eddin<sup>b\*</sup>

<sup>a</sup>University Badji Mokhtar Annaba, B.P. 23000, Algeria

<sup>b</sup>Tomsk Polytechnic University, 30, Lenin Ave., Tomsk, 634050, Russia

---

### Abstract

The article is devoted to developing modern methods of teaching based on actual communication needs among inofon-students at advanced level. The proposed methodology focuses on the process of Russian colloquial vocabulary development by studying the latest internationalisms of Anglo-American origin that are actively functioning in student online discourse and media. The results of psycholinguistic experiments revealed the obstacles of Russian slang lexicon development among foreign students as well as the use of the newest Anglicism prospects in the development of methodological approach aimed at the formation of social and cultural competences of inofon-students.

© 2015 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the organizing committee of IECC 2015.

*Keywords:* Inofon-student; jargon; Anglicisms; Russian as a foreign language; psycholinguistic experiment.

---

### 1. Introduction

Modern studentship has brought an important part of its communication into the virtual environment. Internet-discourse is considered in the current research as a sub-discourse of student discourse, that is to say, its types. Thanks to unlimited communication via the Internet, the student community (including all nationalities) uses the latest adoptions in their speech and they talk about different subjects: from computer games to Internet shopping. We think that the main teaching goal at the modern university is to keep student motivation while forming general

---

\* Corresponding author. Tel.: +7-923-406-35-33.

E-mail address: [sspp@bk.ru](mailto:sspp@bk.ru)

and professional competences, skills and abilities in solving different tasks in the future professional and communication spheres (Abdur Rehman et al., 2014; Bernard, 2010; Shaaban et al., 2000; Naghmeh Babae, 2012; Xiaohong Wen, 1997; Tinghe Jin, 2012) and second language (L2) learner motivational types (Mostafa Papi et al., 2014). A number of articles are dedicated to learning English and Chinese due to the high demand for these languages. This concerns not only L2 learners, but also the teaching staff (Chubik et al., 2012; Slesarenko, 2012). Experimental researches show that using the latest internationalisms taken from the English-American language as a way of teaching helps to:

- expand lexical vocabulary and separate lexical units;
- make free communication via the Internet;
- make the adaptation of inofon-students easier in the student environment thanks to social dialect which is actively used upon the latest adoptions.

Despite the significant amount of researches in teaching methodology of Russian as a foreign language, the latest adoptions, which function in student Internet-discourse and social dialect of real communication, are practically not represented. So such contradiction is shown between theoretical researches and practical teaching of Russian as a foreign language. This makes the development of both theoretical bases and didactical principles actual when a complex of tasks and exercises for learning Russian as a foreign language within this aspect is used for student self-study. The abovementioned contradiction is identified in this research.

## 2. Objectives, methodology and research design

The subject of the research is teaching methodology based on the latest adoptions from social networks, colloquial language. Moreover, a complex of tasks and exercises was designed for effective learning.

The purpose of the research is theoretical substantiation and development of teaching methodology of Russian as a foreign language based on English borrowed words, which allow to increase student motivation.

To achieve this goal a number of tasks is necessary:

- to work out a new classification of Anglicisms in the Russian language;
- to create a new lexical dictionary for foreign students.

The following methods of research were used:

- method of foreign nominations selection from Internet-discourse «VKontakte», «Students of TPU» and some others;
- method of psycholinguistic experiment (questionnaire, association experiment);
- methodology of the latest international words dictionary for inofon-students studying Russian as a foreign language.

## 3. Discussion of research outcomes debate

Learning Russian as a foreign language is based on the competence approach, that is to say, with the use of knowledge, skills and abilities within the learning process. Researchers define some types of adoption competences: lingual, communicational, pragmatic, sociolinguistic, sociocultural, strategic, social etc. A methodological approach of teaching methodology of Russian as a foreign language aims to develop socio-linguistic and socio-cultural competences of inofon-students at advanced level. We chose a particular layer of Russian spoken vocabulary – young jargon, which has a great influence on development and functioning of the Russian language during the process of communication with native speakers. The choice of material was defined by experiment results in order to indicate the influence of Russian jargon on inofon-students. The stimulating material of the first associative experiment (Serysheva, 2014) was presented by 45 words from the young slang dictionary (*komp, prikol'no, ofiget', chuvak, univer, tachka, jest', babki* and others). The main criterion for stimulating material was the frequency of slang words in the communication environment. It was necessary to go through the following tasks: 1. Read the sentences and write your understanding of them. 2. Mark those words that you use (yes/no). Fifty-two (52) TPU foreign students from China, Vietnam, Mongolia and Turkey took part in the experiment. The age of the students was between 20 and 26 years old. There were 777 reactions, 177 of them were positive (23% of the general reaction number), 600 reactions were negative (77%). So, the experiment results showed a low perception layer by the

foreign students of common jargon vocabulary, which is actually obvious on the one hand, because of complicated metaphors (*babki, zakatat gubi, limon* and so on) and, on the other hand, lack of associative connections in the linguistic consciousness of inofon-students upon the perception of some jargon (*chuvak, stebatsya, vashshe* and so on). The experiment results showed the necessity of learning such a kind of Russian speech layer as jargon. However, general jargon vocabulary needs specific phraseology and fundamentals of word-formation usage, which are unusual for foreign students. The jargon vocabulary is made by revising general words (for example, *limon* – «million») and presented as «collective linguistic game» among young people. Where the vocabulary is actively filled with new units, it changes the usual understanding for native speakers. Foreign students can learn such vocabulary at the advanced Russian language level only through close communications with native speakers (Internet communication, student events, sport games, etc). As a result, a special teaching methodology is required for jargon vocabulary learning and should be oriented on oral communication in the linguistic environment. In our work, we offer modern alternative approaches to teaching speech competences to foreign students based on studying a specific layer of jargon vocabulary – the latest internationalisms of English-American origins. It should be noted that the latest internationalisms do not contain vulgar words, which are not allowed to be used in «VKontakte TPU». On the one hand, it provided the perspective development of methodology, on the other hand, it raised student motivation to study Russian as a foreign language based on Internet-communication. Positive results of the association experiment were the main factors (Savilova, 2015); however, 16 words of foreign (adopted) vocabulary were used as stimulating material, most of them are constantly used on forums in Internet communities, for example «VKontakte», «Students of TPU» and others. Students had to answer the following questions: 1. Read the sentences and write your understanding of them. 2. Mark those words you use (yes/no). Twenty-five (25) TPU foreign students from China, Vietnam, Mongolia, the Czech Republic, Nigeria and India took part in the experiment. The age of the students was between 20 and 26 years old. There were 816 reactions, 670 of them were positive (82% of all the reactions), while 146 were negative (18%). As a result, a high level of vocabulary perception was shown among foreign and Russian students. The reason is that the most of the foreign units were taken from the English language studied by inofon-students as a second foreign language and considered to be *the code language*. It should be mentioned that slang vocabulary is not studied at University courses, which is why foreign students had some difficulties in communication with Russian students.

The minimum lexical vocabulary TRKI-1 (test of Russian as foreign language) is composed of 860 words including foreign lexical units. The method of continuous selection within the most popular social networks among TPU students (for Russian and foreign students) provided seven hundred foreign adoptions (international words) and were structured by topics for study in courses or faculties of Russian as a foreign language. All vocabulary is divided into three topical blocks:

- «Life» (a place of residence, new technologies, work, job, advertising, names of people);
- «Activity» (clubs, cinemas, social networking, dancing, beauty, tourism, fashion, cafes, cars);
- «Learning» (students, educational programs, a place of learning).

We consider the example of five thematic groups of the newest Anglicisms from the block «Student Life» (see Fig. 1) which can be used in the study of the «Introduction», «Occupation», «City», «Apartment» and others. These borrowed nominations greatly facilitate understanding and application of them in practice, thanks to identical phonetic sound and lexical meaning in the English and Russian languages. For example, see Fig. 1.

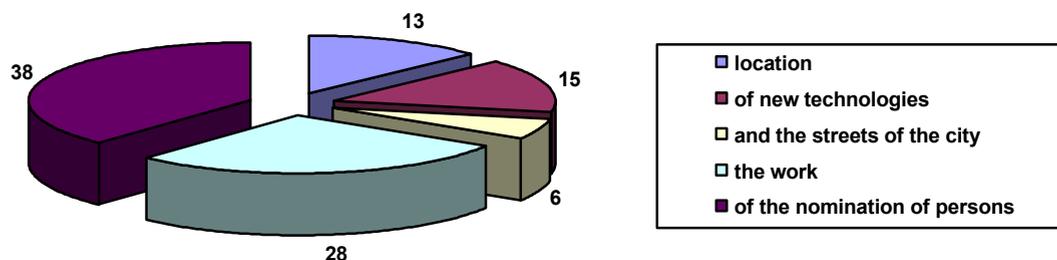


Fig. 1. «Life».

- *Locations (living places)*  
*Hostel* 'hostel', *Campus* 'campus', *parking* 'hostel', *double* 'toilet', *flat* 'rented apartment'.
- *New technologies*  
*Gadget* 'device', *device* 'device', *cashback* 'partial refund for the purchase of the card', *printer* 'printing device', *Bitcoin* 'digital currency' and others.
- *Job advertising*  
*Outsider* 'unpopular vacancy profession', *brands* 'grade', *cache* 'cash', *newsmaker* 'the author of the news texts', *price* 'Price', *SALE* 'sale', *showroom* 'showroom'.
- *Names of people*  
*Loser* 'loser', *Speaker* 'speaker', *freelancer* 'freelancer', *hipster* 'mod' and others.

The target of these exercises is to form an ability to analyze the vocabulary with adoptions with an account specified within inofon-students linguistic consciousness.

One of the basic types of exercises which has a high motivating effect and signs of versatility in teaching Russian as a foreign language are tasks which are made on the basis of vocabulary analysis of adopted words by the method «simple analogy». This method has changed at the beginning of Russian as a foreign language teaching and at the end of the teaching course (2012-2015 scholar years). The Classic method was adapted to the inofon-students' teaching conditions. The target of exercises is identifying the character of logic connection and relation between concepts, based on lexical analysis of proposed Anglicisms. A respondent has to make a logical connection in the proposed vocabulary. At the first step it was necessary to form and comprehend the associative range of proposed words, for example: «*Hostel – hostel students, cheap, common kitchen, shower, etc., My friends, everything is close, teaching at the university*». After this a group of words was formed, it was drawn together on the basis of private associations. It was memorably motivated apart from that new words related to different parts of speech have appeared – this is already grammatical – repeating companion. The second step is establishing logical connection between the proposed words: *Hostel: friends, fun, communication, leisure, loneliness*. The right context use is important, as it allows to identify the odd connections. The most difficult task is making sentences with words 'shopper and shopaholic', so that in one case they will be synonyms and in the other case not.

Table 1. The logical connections borrowings.

No	Association	Logical connections
1	Shop-buyings	Shopper: addiction, shopaholic, shop, money, charity.

The given lexical-thematic group called job, profession was introduced in the curriculum of the program Russian as a foreign language «career choice», the name of the place of residence – in the thematic development of «my house», «student hostel» and so on. Considering the example of the exercises conducted in order to develop student creative abilities in the perception of foreign vocabulary building on semantic syntax. Respondents were offered the following tasks: 1. Read the sentences. Select the foreign words. Replace foreign vocabulary with Russian equivalent vocabulary. 2. Write and act out the dialogue micro texts with these proposed words.

1. *We have the opportunity to buy goods from new collections by paying a very reasonable amount at a discount shop.* 2. *One of the most contentious issues of contemporary student – is it freelance work or not???* 3. *The most difficult position was among students who lived in the dormitory like a hostel.* 4. *All people are crazy about the latest gadgets especially iPhone ...* 5. *My friend lives on the campus and she is very pleased with the service – everything is nearby.*

Exercises of this type allow to develop skills of understanding and differentiation of semantic and stylistic assimilation of foreign vocabulary in context, to analyze unclear sentences, and to master the techniques of intrusion into the internal structure of the word.

The outcome of the study was a dictionary project for inofon-students studying Russian as foreign language, a special dictionary includes minimum grammar comment (genus, the genitive singular, mutability/immaturity of the word), the lexical meaning of words in Russian and English languages, etymologically blog analyzed homonymy and polysemy (if it is necessary). It certainly illustrates the material from the social network «VKontakte» or student youth newspaper «UniverCITY (UC)» issued in Tomsk from 2008 to 2013. The dictionary has about 700 nominations.

For example:

1) **Outsider** as well as m. (Eng. outsider 'foreign') means lagging. It is rarely used as a line tracing from the English, the meaning of «being out of anything»: «*In order not to be among the outsiders Russia is not only important to capture these trends but shape the image of our cities* » [UC, 113, March 16, 2013].

2) **Boyfriend** as well as m. (Eng. Boyfriend 'beloved friend') means a young man for a girl and they are not married but maintain close friendships or intimate relationships: «*Anastasiya Protasova and her boyfriend! support them, please*» (URL: [https://vk.com/wall-57308544?Data check 10/09/2015](https://vk.com/wall-57308544?Data%20check%2010%2F09%2F2015)).

3) **Baby-sitter** as well as m. (Eng. Babysitter baby – 'child' + sit – 'sit') means an authorized person caring for a child when parents are absent (or employment); Nanny: «*Now you can work as a baby-sitter, a nanny as we call...*» (from the conversations of students, 2013).

#### 4. Conclusion

Experimental work has shown that the selected material for student learning online discourse can be an effective means of teaching inofon-students.

The primary study revealed the peculiarities of the newest Anglicisms in Russian student Internet discourse, conditional on characteristics of inofon-students. Based on linguistic analysis, student online discourse contained the newest Anglicisms and features of perception and assimilation of foreign students. A set of exercises aimed at the mastery of the vocabulary was theoretically proved and developed in order to understand the student Internet discourse. Publications on social issues, as well as the topics of art and, culture, were selected.

In addition, selected texts were used as material for vocabulary development. The proposed exercises included two types due to the specifics of the selected material:

- 1) Exercises as a support in the perception of online publications, communication;
- 2) Exercises aimed to prevent and overcome interferences.

Experimental verification of the extended positions showed the effectiveness of the given method.

The results of this study allow us to formulate a series of recommendations for the methodical work on development of skills of adequate perception of Anglicisms:

1) It is important to take into account the importance of Anglicisms as adopted vocabulary when teaching Russian as a foreign language. We should bear in mind the following feature of Anglicisms – they are the words of the student previously studied language at the initial stage of training/teaching, the use of new adopted vocabulary can be offered as a basis for reading and analyzing Internet-communication texts creating and adding a student potential dictionary of the English and Russian languages. 2) In the bilingual audience, it is advisable to work upon Russian latest adoptions, which are formed based on the new borrowings. 3) We suggest using the technique of linguistic and cultural commentary for the assimilation of the component connotative meanings of the word by inofon-students basics of full-text online understanding.

The latest Anglicism working method presented in the research focused on advanced training / teaching stage of Russian as a foreign language in the bilingual environment. Some exercises may be used initially.

#### References

- Abdur Rehman, HafizAhmad Bilal, AyeshaSheikh, Nadia Bibi, & Asma Nawaz (2014). The Role of Motivation in Learning English Language for Pakistani Learners. *International Journal of Humanities and Social Science*, 4, 1, 254–258.
- Aksenova, N.V., & Shepetovskii, D.V. (2014). Ispolzovanie elektronnoho resursa Vikipedii v obuchenii chteniju na nachalnom etape v neязыkovom VUZe. *Molodoj uchenyj*, 1 (60), 465–468. [Using an electronic resource Wikipedia in reading comprehension teaching at the primary stage at technical university]. (Rus.)
- Chubik, M., & Slesarenko, I. (2012). Educating Competitive Engineers as a Response to New Industrialization Environment. ICERI 2012 Conference, 6265–6271.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, 117–135.
- Dörnyei, Z., & Ushioda, E. (2013). Teaching and Researching: Motivation. *Applied Linguistics in Action*. New York: Routledge.
- Jaclyn Bernard (2010). *Motivation in Foreign Language Learning: The Relationship between Classroom Activities, Motivation, and Outcomes in a University. Language-Learning Environment*. Pittsburgh: Dietrich College of Humanities and Social Sciences. Carnegie Mellon University.
- Kassim, A. Shaaban, & Ghazi Ghaith (2000). Student Motivation to Learn English as a Foreign Language. *Foreign Language Annals*, 632–644.

- Li, P. & Pan, G. (2009). The relationship between motivation and achievement: A survey of the study motivation of English majors in Qingdao Agricultural University. *English Language Teaching*, 2(1), 123–128.
- Masanori Matsumoto (2009). Second language learners' motivation and their perceptions of teachers' motivation. *Humanities & Social Sciences papers*. International conference on teaching and learning in higher education 2009: Quality learning in higher education.
- Mostafa Papi, & Yasser Teimouri. Language Learner Motivational Types: A Cluster Analysis Study. *Language Learning*, 64, 3, 493–525.
- Savilova, S.L. (2015). Studencheskij zargon kak component formirovanija rechevoj kompetentsii studentov-bilingvov (inojazychnaja leksika). *International Journal of Applied and fundamental research*, 739–742. [*Student jargon as a component of speaking competences development for bilingual students (foreign vocabulary)*]. (Rus.)
- Serysheva, Yu.V, & Lee Ch. (2014). Russkij molodeznoj zargon: problemy formirovanija rechevoj kompetentsii inostrannykh studentov. *Philologičeskije nauki. Voprosy teorii i praktiki*, 7-1 (37), 200–202. [*Russian youth slang: problems of speech competences development of foreign students*]. (Rus.)