



Communicative Quest as an innovative EFL teaching technology

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ARTICLE INFORMATION

Original Research Paper

Received Apr. 2018

Accepted Jun. 2018

Keywords:

Communicative
innovative
teaching
technology

ABSTRACT

The study reveals the pedagogical essence, educational content and key features of Communicative Quest Teaching Technology as part of communicative approach in teaching foreign language at school. The paper proposes a Communicative Quest technology 12-faceted model for effective EFL and intercultural communication teaching. Communicative Quest is a student-centered, situation-based, task-based, role-played, dialogue and networking-oriented interactive FL teaching technology, involving modern media tools and strategic thinking, targeted at complex communicative competency acquisition. The Communicative Quest is an interactive teaching technology, based both on application of digital devices interactive didactic language cards and on face-to-face interaction of learner with the teacher and other students as well. The Communicative Quest teaching technology is aimed at practically oriented FL teaching, dealing with Learner's preparedness measuring and tuning.

The key principles of foreign language and culture communicative competency formation and development by means of Communicative Quest techniques are elicited. The communicative set of Communicative Quest teaching technology is bifocal, since the first pedagogical task is to develop student's learning to learn abilities and the second – to provide the student with proper foreign language tools and algorithm of communicative behavior in a task-solving activity appropriate to communicative situation and acceptable in a foreign language and culture social context. Both things are learnt in subject-to-subject mode in Communicative Quest accomplishing. The interconnection of Language Learner's action ('learning by doing'), interaction ('learning through interacting') and reflecting is the threefold source of mastering the necessary skills and specific preparedness of communicative, cognitive, meta-cognitive and meta-communicative nature by accomplishing Communicative Quest. The article outlines the functional structure model of Communicative Quest 12 key elements (preconditions, technical units and pedagogical components). Ten sample micro-genres of Communicative Quest as instructional language game are formulated and described. The article also presents the results and an analytical review of the pedagogical experiment, performed in 4th to 7th form English classes in secondary and primary school (2015, 2016, 2017)..

1. Introduction

Relevance of the issue

Communicative (foreign) language teaching has long been on the agenda in rethinking foreign language teaching principles and reorganizing the educational process. However, little has changed since H.G. Widdowson's (1979) discovery of the opposition teaching language in use (that is developing the learner's ability 'to use the knowledge of the rules for effective communication') and teaching language usage, that is ability of the learner to produce grammatically correct sentences in foreign language as manifestations of the linguistic system. It is the experience of people who "know" foreign language grammar, but just can't speak and converse in foreign language that makes the issue and puts search for innovations in FL teaching on the agenda again and again. It may take a long way to find a universal and perfect solution of the issue for everyone. But one thing is clear about it today – to overcome poor students' performance in foreign languages teaching should become motivating. So this article contains an attempt to present another step to designing a new foreign language teaching technology, based on the synthesis (or blend) of a number of methods, techniques and approaches in modern foreign language teaching.

Methodology

Despite the fact that the very notion of Quest nowadays is treated in a fuzzy way and within framework of different ontologies and approaches, admitting a wide spacing of different approaches and definition, it is most intensely marked with semantics of searching and finding, doing, collecting and analysing data, communicating, interacting, reflecting, accomplishing mission. On the one side, our attempt to tune the notion of Quest to educational purposes is based widely on Bernie Dodge and Tom March innovative ideas of WebQuest pedagogical technology design (1998, 2002). These educators stated the strict and sound classical Web-quest structure, including Introduction, Task, Process, Evaluation, Conclusion, Credits and Teacher (support) Page. So the Communicative Quest description can be spotted and specified as a trend within a trend of instructional WebQuest design. On the other hand, designing instructional quests in modern educational context admits a close look at principles and achievements of modern videogame industry as well as public entertainment industry. Here we meet a variety of genres – intellectual puzzles, role-play games, adventure stories, narrative plot-based techniques, multifarious digital representations, didactic words and grammar cards, more sophisticated sets of didactic language, role-play and mission cards (Tikhomirova, Torocheshnikova, 2016) etc. So we have to admit a transmedia approach in organizing the instructional gameplay. Now we arrive at the definition of Communicative Quest as a pedagogical technology, based on a set of twelve obligatory interconnected elements, representing its functional structure, as follows.

(a) a communicative task that requires on the one side the actualization of present student's knowledge and the application of already formed readiness and skills, as well as formation and application of new ones, on the other (cf. Harmer pp. 79-80); the task makes the learner keep 'primary focus on (pragmatic) meaning' (Ellis, 2003); the didactic task is designed as one of essential interpersonal nature.

(b) communicative situation setting, that may be either a 'real-world situation' (Larsson, 2001) or fictional (but 'realistic'!); the comprehension of situation should be holistic, so that the solution could be elaborated in detail and step by step.

(c) *dramatis personae* unit – a set of social statuses and roles (accompanied with certain strengths and weaknesses) in the reality of the quest; the desired communicative activity should be character-centred and addressee dependent, taking into account age, position, authority, gender and other significant features. So not only linguistic tools and structures, but also psychological, social and pragmatic factors determine student's activity in search for the optimum strategy in fulfilling the communicative task.

(d) explicit (usually most general and stated at large, that is not too detailed) and an implicit (embedded) algorithm for successfully accomplishing the main mission by consistently solving a number of tasks (cf. Checking in at an airport, 2015-2016; Webquest Moving into a New Flat, 2017; Disconnected, 2016);

(e) instrumental unit, providing the means and tools to solve a given task or a set of tasks (words and phrases on the one hand, speech moves or intentions on the other (e.g. Powell, p.70);

(f) monitoring the results obtained unit, showing assessment of the measured quality and level (e.g. time) of the solution of the tasks;

(g) general interactive interface for dealing with means and tools of solving the task and means of monitoring the success of the actions taken (a most cherished functional part in digital form of quest (e.g. What is LearningApps.org?)); it is not necessary a digital format (cf. March, 1998), but 'digitality' adds almost unlimited attainability of 'game mechanics' for learners in digital milieu. Chequers (draughts) have the same general interface both in digital and non-digital form. There may be one or many interactive 'engines' used in the quest; there may also be one or many levels and regimes of interactive playing the game of learning.

(h) supportive learning resources unit, containing a description of tools, rules, maps and prompts, choice of levels and other backing rescourses and mechanisms. (cf. Kaskady kommunikativnyh zadaniy, 2013-2017, Tihomirova, 2015a, 2015b);

(i) learning effort remuneration and reward unit, containing words and other signs of approval and encouragement (words and signs of congratulations and appreciations of results; points, badges, and leaderboards, any bonuses, statuses, levels and other gamification tools may also be welcome here);

(j) reflective (critical) thinking component, aimed at research and finding productive approaches, methods, strategies and tools for solving the tasks;

(k) revalorization component, dedicated the reassessment of the toolkit and the approaches to solving the problems (Tikhomirova, Bogatyreva, Bogatyrev etc., 2016). This one may be viewed as a learning result and the product of the previous one (j) component in action.

(l) last but not least, moderation component, managed by teacher or tutor of the pupils. This component appeals to flexible and individual treatment of learner's activity. So let us not be misled too far by digital devices and game mechanics power from the key issue of finding more tactful, adaptable and humane approaches in teaching.

'Learning to learn' plays the principal role in Communicative Quest design. It is connected tightly to development of the learner's reflective ability and self-discipline. Therefore there's an intrinsic connection between understanding the principles and the rules of the game and the success in Quest. The intrinsic connection of action ('learning by doing'), interaction ('learning through interacting') and reflecting is the threefold source of mastering the necessary skills and specific readiness of communicative, cognitive, meta-cognitive and meta-communicative nature (cf. Tikhomirova, 2013). Successful passing the quest requires fulfillment of the mission, based on solving a set of tasks. This fulfillment is achievable only under the condition of the formation, development and application of a complex set of practical and theoretical (reflective) readiness, corresponding to the specified unit of communicative competence.

Communicative Quest versus language test

A most easy to observe formal difference between Communicative Quest and a foreign language test (cf. Kakoj vy moskvich? 2017; NCE PT, 2006) is that the former demands a total 100% accomplishment performance of learner's mastery of a specific communicative readiness, involving speaker's due awareness of the many interrelations that determine the communicative situation and its meanings.

The key difference of Communicative Quest teaching technique from instances of the so called traditional approach in FL teaching (like learning rules in textbook by heart, reading and translating written texts, learning dialogues by heart etc.) lies in emphasis on learning foreign language through applied task-solving communicative activity. Communicative Quest can be considered a tribute to anthropocentric language teaching principle for it uncovers personality beyond the letter in the book and in tone and expression of a foreign language speaker. Communicative Quest teaches pupils just 'doing things with words' (J. Austin, 1962) in a most constructive way, based on cultural awareness, derived both from explicit discursive academic forms and sources and so called 'implicit' knowledges and skills inherent in target foreign language speaking practices. So learning a foreign language with the help of Communicative Quest involves learning not only vocabulary (found in a dictionary) and grammar (described in manual), but also social skills, foreign communicative culture (cf. Lewis, 1996), sensitivity to style as well as sense of appropriateness of communicative move in certain communicative situation.

Communicative Quest introduces a subject-to-subject dialogical predisposition of learning foreign language and foreign communicative culture as one whole system of shared meaning construction. So there is little wonder, if some foreign language learner's speaking and interacting initiatives are accepted by quest, while others are likely to be declined (Tikhomirova., Bogatyrev, 2014).

Foreign language skills training in the mode of the communicative quest is based not only on the experience of an external authority (the teacher or the native speaker), but also and first of all – on the individual learner's personal experience as well as the consideration of such personal learning experience as an evolving system. This consideration takes into account the shortcomings of communicative and cognitive readiness of the learner, demanded in the learning process. For example, building up a dialogue, based on interactive teaching module "Hello and goodbye" (Hello and goodbye, 2015, 2016) is crucially different to just learning by heart a ready-made English dialogue, since the first one demands first of all understanding the principles and mechanisms of English text construction – not just mechanical memorizing a superficial text structure. The student must learn to understand the basic communicative principles and language mechanisms of conversation construction. Then one should collect (independently or not quite) the working model of the dialogue – not simply reproduce one of its given frozen form. The quest may provide a large selection of choice (within a given set) of vocabulary and phrase constructions of the target language. It may also focus on strategies or corresponding role-played positions and statuses of the fictional speaker in the context of interpersonal foreign-language interpersonal dialogical communication. It is the emphasis on the interactive and inter-subjective understanding of the deep-rooted connections and interrelations of linguistic forms and their functions in speech that distinguishes communicative quests from traditional passive (as well as active subject-to-object) forms of teaching speech, listening and communicating in the foreign language.

A singular single-step communicative task may also be an instance of Communicative quest, if there is such a choice of solutions that makes the learner take into account a number of factors, and the tools of developing the conversation need to be reassessed a few times before thoughtful and delicate application. For example, one needs to give information to one of people in the way it won't disturb or make angry the others, one wants to express friendly attitude to two people, one of whom is his old friend and the other one is a complete stranger.

Communicative Quest allows to regard both verbal and non-verbal actions in interconnection, acting out everyday scenarios.

Let's have a look at a few sample communicative tests, proposed by Pearson Longman to measure the level of Learner's EFL communicative competency perfection.

Task 1. The stimulus phrase: "Your letter begins 'Dear Sir', what do you write above your signature?"

The answer selection: "a) Yours sincerely; b) Yours faithfully; c) With love" (NCE PT, p.6).

Here we see the three answers. Each one of them is grammatically correct, but only one of them is authentic from the point of view of English letter writing standard. This communicative test is good for training writing skills, but allows no special situation based strategic thinking. It may play only a small part of communicative quest construction.

Task 2. The stimulus phrase: "Excuse me, are you Mr Rogers?"

The answer selection: "a) I don't know. b) No, I'm not. I think he's in the restaurant. c) No, he isn't there." (NCE PT, p. 4). Here we see the three answers. One of them is grammatically correct, but silly and not very cooperative (a). Another one is grammatically correct and helpful (b). And the last one (c) contains helpful information, but is unauthentic from the point of view of utterances exchange. So the optimal choice includes both grammar and communication (cooperation in speech interaction) reasoning plans. But there is one tiny drawback, preventing us from considering this communicative test a quest. The student's choice is situation based, but reactive – not proactive. It is FL culture based and communicative task based, but it is just another man's task based. It is adaptive, but it is not goal-seeking and strategic from the point of view of the role, played by the student. This communicative test is good enough to take part in communicative quest building, but it plays just a minor role in proactive quest strategy building. Without the latter there is no quest.

Task 3. The stimulus situation: "Your restaurant bill says 'service not included'. What should you do?"

The action selection: "a) Pay by credit card. b) Get your own food. c) Leave a tip for the waiter." (NCE PT, p. 6). Here we see the case of clear interconnection of ethical dimension of behavior with foreign language pragmatic competence. This communicative test may be regarded as a bootstrapping sample of communicative quest approach. The only shortcoming here is the lack of wider goal-seeking activity context and understanding in detail the dramatis personae communicative roles and masques, telling on roleplaying the scenarios.

The general drawback of standard communicative tests is the avoidance of establishing exciting interconnections between a selection of options and choices, admitting strategic approach and creative thinking in a holistic multi-task goal-seeking activity context. Communicative Quest admits rhetorical value of speaking FL, that may also be proactive and motivational, strategic and effective both in interpersonal and in goal-pursuing aspects. Here, for example, one can point at Mark Powell's course on successful presenting in English (2002 etc.). It teaches to produce inspiring and motivational speech in English. It is not just teaching rhetoric devices that matters. It really is motivating to be motivating communicator (Speak rhetorically, 2017).

The rhetorical dimension of conversing in foreign language may also include set toward competitive communicative behaviour or 'joint-benefits maximization'. And here we face a quest, breaking an impasse situation due to creative unlocking and application of social and communicative skills. The quest allows solving both technical and interpersonal issues by means of strategic dialogue construction, involving common sense, sympathy and preparedness to interact in cooperative and productive manner (Disconnected, 2016-17).

Communicative Quest is a motivating pedagogical technique. The demand for new vocabulary and grammar intricacies learning is stipulated in Communicative Quest by means of involving the student into solving a realistic communication task. A well-organized Communicative Quest instructional activity and consistent communicative task allow the students to spot and use productively proper language tools and rhetoric structures and strategies to achieve results, based on social interaction frames. Proactive and reactive speaking foreign language in Communicative Quest is concerned with role-playing instructional activity, corresponding to certain social roles and social masques in conversation. Role-playing implies student's empathy with fictional character of the FL dialogue and interaction. This empathy experience infers emotional attitude of the pupil to fictitious character's success and failures. It also uncovers the student's shortcomings of knowledge and experience in task-solving communicative learning context. The pedagogical advantage of Communicative Quest technique is developing of Foreign Language thinking as a distinct and powerful source of foreign language speaking positive experience source, alternative to mechanical memorizing words and grammar rules.

Communicative Quest is a complex check of speaking foreign language readiness. The checking expands to issues of strategic thinking. It is also dedicated to assessment of the level of development of foreign language linguistic personality of the communicator (Bogin, 1980: 3-4). It helps the learners to uncover or just to see human personality, position and role-played ethics beyond the speech masque. So it is a part of anthropocentric language teaching approach.

Quest includes collecting and step-by-step processing information from different sources to make a holistic view of the situation, distribute and associate social roles and pragmatic sets with proper rhetorical mechanism, determining the speaking strategy and speaker's choice of expression. For example, one may be asked to tell the relationship and intentions of three dramatis personae (cf. "Read the first three exchanges. Where are Laura, Steve

and John? What are they about to do? What's their relationships", Spotlight 6, p. 19). This is an analytical part of Communicative Quest in foreign language, and it is a subtle task, demanding a penetrating look to see the proper keys for situational of discourse (Bogatyрева, 2006). Another big step forward in Communicative Quest is taking the right guidelines and making the adequate choice of language means to provide a consistent program of goal-seeking communicative interaction with real or fictional interlocutors (Webquest Moving into a New Flat, 2017). The latter one must go well with the speaker's intention, actions and identity. The fast-paced or stuck and stumbled walk-through is the reflection of learner's preparedness to complete a set of communicative tasks in goal-seeking activity contexts.

Communicative Quest is dedicated not just to necessitating the learner to give an answer to any random question, but quite on the contrary – to stimulating the learner to perform an ethical communicative action and acquire new knowledges and skills in the system of social activity, social relationships and communication. So the discourse of the learner is assessed not only in terms of grammaticality, but as appropriate, acceptable and efficient within the framework of target foreign language and culture. Situational interpretation of communicative action in Communicative Quest is holistic and dynamic. So the instructional activity in 'walking through' the quest takes place in mode of active searching and selecting the most expedient tools, methods and approaches for successful performance in foreign language. Due to the fact that Communicative Quest is a task-solving teaching technology, a sample list of typical Quest-building tasks is also provided.

Communicative Quest tasks typology

Here is list of a few exemplary tasks types of Communicative Quest, treated as a goal-seeking instructional communicative task-solving FL learning activity:

1. detect and briefly describe the algorithm of conversation between three characters (including the scene of acquaintance of two previously unfamiliar people); then build a new conversation with new characters, relying on and refining the previously identified algorithm;
2. reveal the hidden (not obvious to foreign learners) pragmatic meanings of the nominative unit of language (e.g. "Good day" in English as not a taken for granted greeting, but a parting expression. NB! Not valid in the evening encounters!);
3. assemble the most appropriate speech repertoire for the fictional character (in a certain situation and cultural context) of the Communicative Quest;
4. build up an optimal sequence of speech moves and speech steps, taking into account deictic and strategic speech plans (cf. Speak rhetorically; 2017);
5. identify / restore the character's appearance on the speech portrait / speech repertoire;
6. supplement the switch of the language code in translating from the student's native into a foreign language with the switch of the cultural code (e.g. in accordance with the requirements of the etiquette of the target communicative culture);
7. carry out a motivated choice and application of the optimal style register of language and speech in the given communicative situation;
8. apply in the speech arrangement the four maxims of successful communication, developed by H. Paul Grice; apply in the speech arrangement politeness rules and strategies, developed by G. Leech;
9. design the program of actions (for example, draw on the map the route of travel in an unfamiliar city) based on applying a set of communicative skills, ensuring an effective search for helpful information.
10. design and demonstrate with the linguistic tools a competitive strategy for substantiating speaker's point of view or attitude to the subject of discussion in a dispute or a dialogue-consent etc.

Communicative Quest admits and welcomes any constructive application of teaching tools and advantages of multimodal learning media environment (for instance, combination of the interactive whiteboard with cooperative learning activity, including team working in micro-groups) and the trans-media teaching methods. An example of the latter technique may be found in the task of drawing a route, based on oral or written exchange of various data necessary for showing and finding the way in a foreign language. QR-code technologies provide the opportunity for the teacher to apply the 'augmented reality' effect in teaching EFL with English didactic cards. This effect is used in the mode of transition from a physical data carrier (didactic cards) to a virtual representation of learning tasks, processes and results.

In Communicative Quest design is implemented the pedagogical set towards the development of the ability to analyse the communicative situation in general and in detail, rather than capability of well-behaved sitting quietly and boosted by superhuman effort readiness to remember something incomprehensible and obviously unnecessary. The central task in the communicative quest is the development of the readiness of the learner to synthesize in speech practice knowledges, speaking and interacting skills and critical thinking skills, involving reflective readiness and strategic approach in task solving activity. This synthesis of heterogeneous sources of experience in communicative readiness formation and development is a pedagogical condition of progress in mastering the language as means of self-actualization of Man in communication, activity and culture. A most important advantage of status-role versions of the Communicative Quest technology is the possibility of involving learners

in team effort of educational interactive learning. Single-player communicative quest demand emulation of subject-to-subject relationship based environment, while collective and team playing regimes of communicative quest gameplay impart subject-to-subject relationship based strategic interaction plans by default. The pinpointed advantage of team playing is to be preserved by due teacher's moderating and supervising practices.

Results and discussion

The Elaboration of Communicative Quest as an innovative teaching technology is conducted within student-centred approach. So the Learner's response is treated with special attention. In this connection the article presents an analytical review of the pedagogical experiment performed in 4th to 7th form English classes on the premises of secondary school in the city of Tver, Russia. The experiment (2015, 2016, 2017) revealed the positive effect of Communicative Quest EFL teaching technology application in secondary and primary school. The pupils of 4th to 7th form were interviewed about the Communicative Quest technique after being taught with the technology for two months. They were also asked to complete questionnaires anonymously. The results of the interview and expressing appraisal of the Communicative Quest application in questionnaires are analysed in the discussion section of the paper.

A set of Communicative Quest techniques for schoolchildren was elaborated by A.V. Tikhomirova based on the school study program topics and active vocabulary, mostly reflected in English textbooks. Communicative quest teaching was practiced weekly for two months as 5 to 10 minutes part of classroom activity with 120 4th to 7th form English classes Russian secondary school pupils. It included step-by-step communicative tasks, backed by interactive online modules learning support, English didactic cards, building up and role-playing the dialogues and minor expedient teaching activities, concerned with pronunciation training, explication of task-solving relevant rules etc. The pupils reached gratifying results in mastering the interpersonal communication skills and genres of oral English activity. At the final lesson of the pedagogical experiment pupils were interviewed and then asked to fulfill anonymously the questionnaire, dedicated to the learners' assessment of key constructive features of Communicative quest technique. The anonymous questionnaire assessment points range scale was divided into five options – (1) undoubtedly positive; (2) rather positive; (3) neutral; (4) rather negative; (5) absolutely negative.

The application of anonymous questionnaire method showed that pros outweigh the cons of Communicative Quest technology. One hundred and twenty questionnaires were answered by pupils of 4th to 7th forms of secondary school. The overwhelming majority of highest score positive response (81 against 3 strictly negative out of 120 in total individual appraisal sheets) was dedicated to such features of demonstrated Communicative Quest technology and methodology of teaching as 'opportunity to make another try to get a better mark' (81/120/3), then 'opportunity to apply new skills effectively in solving other following tasks' (76/0/120), 'opportunity to see one's results and marks at once' (63/120), 'opportunity to solve a studying task in a game mode' (61/120).

Now let's move on to the disputable area of learners' response. Quite a few negative appraisal marks received the 'opportunity to use training simulators before passing the test' (10 negative points against 94 clearly positive). And then the 'opportunity to choose any suitable time for passing the tests online' got 6 negative responses versus 83 positive (the rest of the respondents either would not tick any assessment option or stick to neutral value). The latter two columns of the total chart stress clearly the controversial dialectical nature of designing a sort of universal motivating teaching method. What is considered motivating for some learners may also be considered as demotivating for others. The rationale of a few low marks may vary in nature. Nevertheless, the results of questioning the pupils on the whole are quite encouraging.

All the pupils who had been taught English with application of Communicative Quest technique showed significant progress in EFL communicative competence acquisition concerning oral performance of skills. These include proactive speaking and taking part in a dialogue, concerning such micro-genres as (a) conversation between three people, (b) retrieving and sharing information about the way in an unknown city, (c) expressing personal opinion and giving arguments in support of it, (d), (e) proposing help and asking for help in different styles in labour and everyday interaction etc.

Application of Communicative Quest technology intensified students' learning activity in their classwork, developed their strategic thinking ability in organizing communication in foreign language. The advantages of Communicative Quest teaching technology were exposed in more competitive speaking English in comparison to pupils of the same age who learned English in traditional way. The experimental 7th form group showed more communicative effectiveness and flexibility as well as more fluency and authenticity of expressions in role-played spontaneous speaking with two other interlocutors. The experimental 5th form group showed more fluency and more authenticity of expressions in role-played short dialogues. They didn't have to invent English expressions, based on Russian grammar prototype, because they already possessed better English utterances comprehension tools, especially from the point of view of mastering pragmatic meanings of words and expressions.

Conclusion

The pedagogical essence of Communicative Quest teaching technology is teaching communicative competence by means of involving students into target communicative situations, presented in interactive regime as a complex goal-pursuing communicative activity, successful performance in which demands analytical approach and strategic thinking skills as sources of effective application of a selection of language tools, rhetoric tactics, approaches and solutions. Communicative preparedness is the key educational content of Communicative Quest. Interactivity in Communicative Quest technology allows the teacher to build up dialogical subject-to-subject learning relations

between the learner on the one side and the target communicative culture on the other side.

Summing up the key advantages of Communicative Quest teaching technique, the latter may be stated as a motivating, student-centred, dialogue-oriented, communicative task specified, interactive and manageable applied task-solving foreign language learning design apt to teaching effectively a target blend of skills (a communicative competence), providing relevant experience of communicative behaviour in foreign language and culture social context. It combines learning by doing and learning by understanding and reasoning principles in such a way that foreign language speaking experience comes with practice of communicative tasks solving and meta-communicative reflecting the balance of tasks, tools, values, relations, actions and results.

Communicative focus of task-based foreign language learning makes the individual progress level observable, measurable, memorable, easy to assess and supervise. Learning strategies form a key to learner's acquisition of new effective communicative strategies in new task-solving contexts. High level of learners' personal involvement in decision-taking and decision making processes provide a pedagogical precondition of interactive dissemination of knowledges and 'recallability' of activity schemes. The latter is concerned with 'revalorization of communicative tools' learning task and correspondent option of changing the strategy or taking back the wrong move in FL speaking or text production. The digital part of communicative quest provides 'replayability', that is a special replay value as found in video games hedonistic consumption. This feature contributes to provision of pedagogical conditions, necessary for teaching groups of pupils, whose level of preparedness differs significantly and demand for support and immediate feedback in learning is especially high.

The results of pupils' feedback inquiry, based on questionnaire completed form survey, confirm the positive response of students to the use of communicative mini-quests, based on 'language cards' and electronic simulators. Interviewing the schoolchildren, who took part in communicative quest based English lessons, has shown that communicative task solving teaching English makes English classes more exciting for them. As a matter of fact, the factual training activities are estimated by the students themselves as more motivating and "rewarded" compared to those they take within the limits of traditional approaches in their English classroom and extracurricular learning activities. Taking everything into account, the further development and introduction of Communicative Quest teaching technology into the Foreign Language educational process should be considered as acceptable and promising direction in the context of practice-oriented teaching foreign languages in primary and secondary schools.

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