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COMMUNICATION STRATEGIES IN TEACHING FOREIGN LANGUAGE AUTHENTIC DIALOGUE

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Teaching a natural dialogue for effective communication with native speakers is an important problem of modern science of language learning. The most characteristic feature of the natural dialogue is a large number of indirect speech acts and discourse strategies employed for achieving communicative goals. Without possession of such strategies, the student will not be able to communicate fluently in a foreign country, experiencing problems with understanding native speakers and with expressing of his\her own thoughts. Modern linguistics considers dialogue as the alternation of rapidly changing scenarios of dialogic communication due to its strategic nature. Strategic aspects of the dialogic communication are closely related to the psychological factors and the factors, which determine the structure of the dialogue and provoke the use of indirect speech acts to achieve communicative goals. Review of existing concepts of communicative strategies leads to the conclusion that without being a factor that directly determines the choice of the dialogic structure, communication strategies, however, have a significant influence on this choice. Thus, they can be used to create new communicative exercises of strategic nature and to train the structures of the dialogue.

This research focuses on strategic assets designed to influence the interlocutor during the dialogic communication in the native and foreign language, that can be used in Foreign Language Teaching at the initial stage. The author suggests some new types of exercises based on discursive strategies, which include some interpersonal manipulation to achieve communicative goals, that allow us to avoid negative psychological effects due to unwanted reactions of communication partners.

Key words: dialogic structures, discourse strategies, strategic exercises.

Давер М.В. Комунікативні стратегії у навчанні автентичного іншомовного діалогу. Важливою проблемою сучасної лінгводидактики є навчання автентичного іншомовного діалогу для успішного спілкування

з носіями мови. Специфікою автентичного діалогу є велика кількість непрямих мовленнєвих актів для реалізації стратегічної мети. Не володіючи такими стратегіями, учень не зможе спілкуватися в іншомовному середовищі, буде відчувати утруднення як у розумінні носіїв мови, так і у висловлюванні власних думок. Дискурсні стратегії не визначають структури діалогу безпосередньо, але суттєво впливають на їхній вибір. Це дозволяє використовувати їх під час створення стратегічних вправ, що призначені для засвоєння як самих стратегій, так і формальних структур іншомовного діалогу.

Ключові слова: діалогічні структури, дискурсні стратегії, стратегічні вправи.

Давер М.В. Коммуникативные стратегии в обучении естественному иноязычному диалогу. Важной проблемой современной лингводидактики является обучение естественному иноязычному диалогу для успешного общения с носителями языка. Спецификой естественного диалога является большое число косвенных речевых актов для реализации стратегий, необходимых для достижения коммуникативной цели. Не владея такими стратегиями, учащийся не сможет общаться в иноязычной среде, испытывая затруднения как в понимании носителей языка, так и в выражении собственных мыслей. Не будучи фактором, который прямо определяет структуры диалога, дискурсные стратегии оказывают значительное влияние на их выбор. Это позволяет использовать их при создании стратегических упражнений, предназначенных для усвоения как самих стратегий, так и формальных структур иноязычного диалога.

Ключевые слова: диалогические структуры, дискурсные стратегии, стратегические упражнения.

Modern linguistics considers dialogue as a sequence of rapidly changing scenarios of the dialogic development, which are more or less typical depending on the situation. For each interlocutor the process of dialogic communication has a general forecasting of hypotheses concerning the communicative intention of the author of the text [2; 11]. That is why the partners use communication strategies to prevent an unwanted development of these scenarios, or to adjust them to communicative goals [1; 5; 8].

During the implementation of an alternative scenario, discursive strategies are used to know the true intentions of the interlocutor, to determine the preliminary possibilities of achieving communicative goals,

to pause for preparing the answer, to ask again for clarifying the idea of the partner, to maintain communication etc [10].

Usually achieving an important communicative goal requires a full cycle of communication with strategic re-planning in accordance with the scenarios and the assessment of the communicative situation. Thus, some communicative goal (for example, to get the right information) requires the use of a strategy necessary to change psychological parameters of the partner so that he gives this information [3].

A full cycle of the dialogue, which is always strategic, includes 3 phases – Greetings, Central exchange and Farewell – with direct and indirect (strategic) exchanges, communicative moves and communicative steps [10].

Communication strategies of initial (Greetings) and final (Farewell) phases of the dialogic exchange can be reduced to the use of necessary etiquette formulas and communication patterns, that should be selected and systematically used in training, in accordance with the context and situation. That is, this discharge may be taken into account in the training of dialogical speech by learning and practice the use of appropriate expressions and patterns, so-called communication routines to initiate and to complete the dialogue as a finished product, memorizing them entirely, which eliminates the need for training grammatical forms and discursive structures of these phases of dialogical speech. Strategies at this stage appear only in case of violating the rules of use of communication routines.

The situation is similar with complementary discursive strategies, for example, such moves as tactical adders and extractors – “*In general, I would say ...*”, “*Let’s leave this topic ...*”, “*Well, let it be so!*”, “*Sorry, I really need to go ...*” and others. It is also desirable to acquire these ready-made formulas of stereotypes in educational micro dialogues-samples by memorizing, although they seem not to be an essential component of learning dialogical speech as a whole.

Strategies may be used in all the exchanges of the central phase (center, before center, before answer, post-center): in the center they can be an indirect implementation of the main communicative intention (Would you like to go to the movies?), before-center includes preliminary strategies to know the possibility of achieving communicative goals (Do you like movies?), before-answer uses spy-strategies to know the true intentions of the speaker (What do you have in mind?), post-center needs often

complementary strategies to clarify conditions of communicative success.

The choice of a strategy is determined by a number of factors. First of all, it is the communicative purpose of the leader of communication, then the nature of the problem to be solved and the strategic competence of the subject of the speech, which determines their set of communication strategies. Also it is always important to avoid the unwanted negative reactions of communication partners. For natural communication it is usual to solve problems by indirect ways to achieve communicative goals in the most efficient way.

Non-strategic dialogues may consist of only two communicative steps – a direct request, which gets an immediate response: – “*Let’s go to the movies! – With pleasure!*”. It is implemented by direct speech acts [5; 8]. But for the natural dialogue, strategic exchanges would be more typical. That is, for example, the use of preliminary strategies to clarify the preconditions of the communication goal achievement: – “*Do you like movies?*” “*Are you free tonight?*” to prevent indirect reactions: – “*I don’t like movies*”. “*This evening I go to the theatre*”.

The interlocutors also can use the auxiliary strategic steps: explainers, expanders and disarmers [10].

For example:

Dialogue 1

A. Good morning, Ann. How are you?

B. Good morning, Jack. I’m very well, thank you. And how are you?

A. I am not feeling very well at the moment. I think I must have caught a cold.

B. I am sorry to hear that. I hope you’ll soon get over it.

Dialogue 2

A. Good morning. Do you know Jane Smith?

B. Well, of course. What do you have in mind?

A. Let’s go to her party tomorrow evening.

B. OK.

In the first example there is only one auxiliary strategic step, an expander, which specifies the requested information (I think I must have caught a cold). In the second dialogue the central exchange is initiated by the strategic step of the leader, who wants to clarify the preconditions to achieve the communication goal, that is to invite the partner to the party (Do you know Jane Smith?). Then the partner uses a before-answer

strategic step to clarify the true intentions of the leader (What do you have in mind?).

Additional strategies (explainers, expanders, disarmers, amplifiers, repetitions, tactical bridgeheads, qualifiers and supports) include all the techniques used to maintain the proper dialogue with an important partner: to emphasize some of the facts brought to the attention of the interlocutor, to affect directly the perception of the partner including the use of some ready-made formulas: “*Really?*” “*Of course*”, “*I mean*”, “*The fact is that,*” “*You, of course, you know what I mean*”, “*Is that so?*” etc.

Training can be organized on the basis of any textbook for the initial stage. As a basis for strategic exercises we can use micro dialogues for listening, created by the teacher and based on the actual lesson of the textbook using a range of discourse strategies or allowing their use in the process of further training [9: 89-91].

The use of elementary cycles, containing minimal strategic moves, allows to develop a system of strategic exercises to use dialogue structures including new types of assignments. For the typical situations it is possible to use the exercises of compression and decompression of the dialogues, when the reagent (an experienced salesman, cashier, administrator) responds to the request of a communicative leader, bypassing the stage of some preliminary issues. Students are also encouraged to recreate the questions missing in the dialogue or, conversely, to reduce the dialogue eliminating components redundant from the point of view of naturalness. For the examples we use Russian as a foreign language:

1. Restore the full dialogue:

А. – *У вас есть сыр?*

Б. – *Только российский. 200 рублей килограмм.*

2. Reduce the dialog:

А. – *У вас есть сыр?*

Б. – *Да, есть.*

А. – *Какой?*

Б. – *Российский.*

А. – *Сколько стоит килограмм?*

Б. – *200 рублей.*

The second type of task is obviously more complex and is intended only for the role of reagent. In such exercises, the next task is to formulate the main communicative intention of the leader or to choose it from the options:

- Я хочу купить голландский сыр.
- Дайте, пожалуйста, 200 грамм.
- Сколько стоит колбаса?

Some exercises can be created on the same principle such as “guessing” with the use of strategy of alternative questions, for example, when working with the training of case forms (in Russian as a foreign language) or the verbs of motion, when students try to guess the selected group of the type “capricious partner”: “Do you want to go to a museum?” – “No, I do not want”, “No, not to a museum” etc., when grammatical forms are practiced in the speech of a communicative leader, or both partners, or the group of students. Game modalities allow us to fix both grammatical structure and ways of solving the same type of communication problems. Thus students will learn a grammatical structure, its function and communication strategy.

When training at an early stage for the creation of exercises with a strategic component, we can use not a complete program to achieve communicative goals, but its elements, minimal structural units of its implementation. So, through the use of strategic moves we will develop new types of communicative exercises:

- a) exercises with a strategic component;
 - b) exercises, which we define as the pseudo-strategic communication exercises;
 - c) exercises with a strategic scheme, defined as strategic assignments.
- They are used in a system of exercises built in accordance with the stages of formation and realization of discursive strategies to achieve a communicative goal.

To make an original dialogue of strategic nature, we can use the following tasks:

1. To the basic dialogic cycle proposed by the teacher, you must add one expander (communicant A) and one explainer (communicant B).

2. To each step of the dialogue add one strategic component:

- a) Before-center – to offer the option to request additional information necessary to know the possibility to invite the partner (to the theatre, stadium, party). For example:

Are you busy today? Do you like the theatre? Let's go somewhere? What are you doing next Friday? (Options are suggested, but they are not given in advance – they can be given by the students). The proposed

options can be written on the board.

b) Before-answer – offer the answers, that do not contain explicit consent or refusal (*What? Why? I do not know. What do you say? Ask me something easier*).

3. From the elementary cycle, create a more complex one, using explainers and expanders to each direct communicative step. Don't repeat expanders, which have already been used by other students.

For example:

– *Let's go to the movies. (The weather is good).*

– *I can not. (I'm busy).*

4. Change the initial dialogue using explainers and expanders as long as possible while avoiding outright refusal or acceptance.

5. A. – Convince a friend to accept your offer or your request, using all possible strategic moves of the leader.

B. – Refuse to accept the offer of your friend, using all known strategic moves of the reagent.

6. Game – make the longest dialogue. – Maximize the dialogue, given by the teacher using all possible strategic moves to maintain communication with another student as long as possible. Reference can be given to the time – a dialogue should last at least 5 minutes. Winner will be the couple, who spoke the longest [3: 105–124].

To formulate the tasks in a non-philological University, there is no need to explain students the strategic theory. Tasks can be formulated in a less complicated way. For example: “*Find all possible questions to clarify the preconditions to achieve the communicative goal in the dialogue with the business partner to whom you want to offer a contract*”.

In modern textbooks for beginners we can see dialogues, containing direct reactions, sometimes supplemented by explainers and expanders:

– *Let's go to the cinema! – With pleasure! – I can not, I'm busy.*

Strategic tasks may include the use of indirect speech acts in response to the initiative invitations and requests as a refusal, denial or evasion of the answer, which are typical for natural dialogue [4; 8]. Searle gives the following example (we give also the Russian equivalent):

(1) Студент X: *Let's go to the movies tonight.*

‘Давай пойдём в кино вечером’.

(2) Студент Y: *I have to study for an exam.*

‘Я должен готовиться к экзамену’.

In this case, as the reagent did not answer with a direct refusal to the invitation of the leader of communication this exchange is not perceived as a failure, but, like any indirect speech act, it leaves options for discussion. In order not to be a failure, such answer should contain: a) important information for the reagent; b) this information should be related to the time frame of the requested action. Thus, an adequate indirect rejection can be used in exercises through the information, that the reagent in the desired time gap goes in the other direction:

– *Пойдем в кино сегодня вечером!* – *Сегодня вечером я иду в клуб (в театр, в цирк, на дискотеку и т.д.).*

This exercise can be proposed for a group work. As a complementary strategic component, students can use expanders (*Меня пригласила Анна*) and explainers (*Сегодня там идет Лебединое озеро*).

In addition, a valid waiver may be an indirect reference to another important task with additional strategic components or without them:

A. – *Пойдем в кино сегодня вечером!*

B. – *Сегодня вечером я должен заниматься. Завтра экзамен.*

C. – *Сегодня вечером я смотрю футбол, чемпионат мира.*

However, Searle emphasizes that not every reason can be perceived as a respectful refusal [8]. That is, the answer as “Сегодня вечером я слушаю музыку или делаю домашнее задание” can be perceived as disrespectful and insulting to the interlocutor.

As mentioned above, in order to avoid negative psychological effects of such reactions, the leader should use preliminary strategies to clarify the preconditions to achieve the goal. Such special and alternative questions as: “Are you busy tonight?” “Do you like the theatre?” – will not allow the reagent to avoid outright rejection, but leaves him the opportunity to use counter-questions to ascertain the true intentions of the leader including the ready-made conversational formulas (before answer discursive spy-strategy) – “*What do you have in mind?*” (*Почему ты об этом спрашиваешь?*).

As a before answer discursive avoidance strategy for the reagent the teacher may use exercises of repetition and re-questioning for practicing dialogical structures [6; 7]:

– *Как он учится?* – *Как он учится? Не знаю.*

Also as evasion reagent can use the negation of the information in question, as well as a counter question:

- Почему ты не работаешь? – Почему я не работаю? Я работаю [5].
- Почему ты не любишь спорт? – Почему не люблю, люблю!
- Почему ты не читаешь? – А ты? Почему ты не читаешь?

More colloquial forms of avoidance strategies are expressed in speech patterns that can be memorized as conversational formulas: – *Why do you ask?* – *What's the matter?* – *What do you want to say?* and so on, including more crude forms, the presence of which in the classroom can be not desirable, but which are sure to meet the students in dealing with carriers: “*None of your business. Leave me alone!*” etc.

Review of existing concepts of communicative strategies [1; 3; 4; 10; 11] leads to the conclusion that without being a factor that directly determines the choice of a dialogic structure, communication strategies, however, have a significant influence on this choice. Thus, they can be used to create new communicative exercises of strategic training of the structures of the dialogue. It is also a means of the organization of academic work that will speed up the process not only of the formation of the communicative competence in general and flexible grammatical skills of dialogical speech by improving the efficiency of exercises, but also strategic planning of business communication.

Our pilot training has shown that the inclusion of communication discursive strategies in the texts and exercises for teaching structures of dialogic speech at the initial stage not only promotes better assimilation of dialogical structures, but also improves business communication skills of students [3; 9]. Optimization of assimilation was achieved primarily through the use of the exercises with a strategic component.

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