

**ISSUES IN THEORY AND METHODS OF TEACHING FOREIGN LANGUAGES.
ПРОБЛЕМИ ТЕОРІЇ І МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ**

УДК 371.315:811.111

<https://doi.org/10.31548/philolog2019.03.106>

**METHODOLOGY OF ENGLISH PROFESSIONAL DIALOGIC SPEECH
TEACHING OF AGRICULTURAL SCIENCES STUDENTS**

I. V. GRABOVSKA, PhD in Philology, Associate Professor,
National University of Life and Environmental Sciences of Ukraine

E-mail: ivgrabovska@gmail.com

orcid.org/0000-0002-4229-6298

Abstract. *The article deals with the problem of English professional dialogic speech teaching of agricultural sciences students. Modern approaches to professional spoken interaction teaching and linguistic characteristics of English professional dialogic speech of agricultural sciences students have been analyzed. The functional types of dialogues that can be used as basis for professional spoken interaction teaching of agricultural sciences students on the first year of study have been defined. Methodology and stages of English professional dialogic speech teaching of agricultural sciences students have been specified.*

Key words: *English professional dialogic speech teaching, professional spoken interaction, dialogue, communicative situation, agricultural sciences students.*

Introduction. A new approach to language education is offered currently, in particular, the concept of foreign language education in agricultural higher educational institutions is rethought, which is primarily due to the need to improve the quality of teaching foreign languages with a small amount of study time. Moreover, other contradictions in the process of teaching a foreign language [3, p. 8-9] must be solved, i. e., between the requirements declared in the standards and programmes for the formation of foreign language communicative competence of students of technical and agrobiological specialties and the real state of their education; between the urgent need for the formation of a foreign language communicative competence of students

of technical and agrobiological specialties and the insufficient development of the corresponding training system and methods for non-linguistic higher educational institutions; between the achievements of the psychological, pedagogical and methodological sciences and the real practice of teaching foreign languages at non-linguistic faculties.

In accordance with the requirements of production, the professionogram of a modern agronomist is made up not only of special technical and agrobiological knowledge and skills, but also of the so-called "soft skills": the ability to work in a multidisciplinary team; knowledge of ethical responsibility for professional decision making; ability to analyze and critically evaluate decisions made;

© I. V. Grabovska

development of the English-speaking communicative competence, i. e., the ability to maintain a conversation or a discussion without any preparation; ask to repeat, rephrase, explain statements; express views and thoughts; invite interlocutors to express their views and thoughts; encourage a hearer to continue a conversation or a discussion; repeat a part of an interlocutor's utterance to confirm mutual understanding; ask for instructions and follow them; invite and receive more detailed information; take initiative in a conversation; respond to various requests after a presentation on a certain professionally oriented topic.

Recent researches and publications. An analytical review of the literature on professionally oriented speech allowed us to summarize that some scholars studied business English without distinguishing types of speech activity (Yu. Avsiukevych; M. Ogrenich). In other dissertations the dialogic speech of future service workers (Ya. Okopna), future managers in non-production spheres (L. Maksymenko), future customs officers (O. Ogui), students of engineering specialties (I. Simkova) and the monologic speech of future economists (N. Drab), students of Physics and Mathematics faculties (N. Petrangovskyi), future lawyers (S. Kirzhner), students of technical specialties (L. Bondar) are investigated. Under such conditions, the content of the professionally oriented English dialogic speech teaching of future agronomists requires specification.

The purpose of this research is the theoretical foundation and practical elaboration of the proposed methodology of English professional dialogic speech teaching of agricultural sciences students.

To reach the objective of the research, the following scientific **methods**

are used: critical analysis of the Ukrainian and foreign scientific literature on the studied problem; analysis of existing programmes, regulatory documents, textbooks for agricultural science students and methodology of English professional dialogic speech teaching; study and generalization of the experience of university English lecturers in organizing professionally oriented training of first-year agricultural science students; educational process modelling.

Results. Professionally oriented foreign language communication is the process of establishment and development contacts between people in a foreign business environment caused by the needs of joint professional activities aimed at the exchange of information and solving production problems [10, p. 131]. Thus, it is closely interconnected with the process of a person's socialization, i. e., learning to behave in a way that is acceptable in a society, and communication is considered one of the most important sources of its development. On the one hand, it is a means of organizing dialogic interaction, and on the other hand, a source of a person's activity. Communication is a unique activity through which people join communities and start cooperation.

A dialogue is a culturally and historically specific way of social interaction accomplished through the use of language and verbal transactions. It suggests community and mutuality. The dialogue provides a common ground and manifests itself in a variety of spontaneous and ritual modes of a professional discourse. Etymologically, the dialogue means a speech across, between, through two or more people. The word "dialogue" originates from the Greek dialogos [2, p. 4]. Dia is a

preposition that means 'through', 'between', 'across', 'by' and 'of'. Dia does not mean two, as in two separate entities; rather, dia suggests a 'passing through'. Logos comes from legein, 'to speak.' Logos means 'the word', created by 'passing through', as in the use of language as a symbolic tool and conversation as a medium. Consequently, the dialogue is a sharing through language as a cultural symbolic tool and a conversation as a medium for sharing. Spoken professional interaction can be classified according to different factors, one of which is the direction of the communicative contact and the character of participation of the speaker and the addressee. The dialogue is the dominating type of the spoken professional interaction. Not only speech is dialogic, but the consciousness of the interlocutors is also dialogic. "Dialogue is not the ground for action, it is the action itself. "To be" means to communicate with the help of the dialogue. When dialogue terminates, everything comes to an end too" [1, p. 284]. Dialogue is not only the model of mutual interaction and understanding, but it is also the main category of processes in human consciousness, cognition and professional communication.

Dialogue has been defined in numerous ways but primarily as an exchange of speech acts between two communicative partners in turn-taking sequence (adjacency pairs) aimed at a collective goal. Dialogue is coherent to the extent that the individual speech acts fit together to contribute to this goal. Each participant has an individual goal in the dialogue, and both participants have an obligation in the dialogue, defined by the nature of their collective and individual goals [9, p. 211].

Dialogic speech was described from

the point of view of cohesion, manifested by the particular syntactic, lexical, and prosodic cohesion existing between an utterance made by the second speaker and an immediately preceding utterance made by the first speaker. Cohesively tied second utterances are called "rejoinders". There are two main types of "rejoinders": those following questions, "replies" and "responses" and, those following non-questions, "other rejoinders" [6, p. 207].

Dialogic speech is realized by turn-taking and much has been made in discourse analysis in the study of this notion. Turn is a technical term that works at a pragmatic level and is used to describe the segmentation of conversation into each speaker's continuous talk. There are different approaches to the definition of the notion "turn" in linguistics: it was determined as an utterance that may contain anything from a single mm to a string of complex sentences [16, p. 376]; "natural message" in terms of the "sign behaviour of the speaker during the whole period of time through which a focus of attention is continuously directed at them" [4, p. 165]; "chain principle" [5, p. 152]; "solo talking" [11, p. 190] and finally, a somewhat different approach that regards pauses as utterance boundaries [17, p. 600]. We shall consider an "utterance" as equivalent to a turn. Turn-taking basically distinguishes dialogue from monologue.

In the classic ethnomethodological way, discourse analysts have observed how participants organize themselves to take turns at talk. In any piece of natural English discourse, turns will occur smoothly, with only little overlap and interruption, and only very brief silences between turns (on average, less than a second). People take turns when they are selected or nominated by the current speaker, or if no one is selected, they

may speak of their own accord (self-selection). If neither of these conditions applies, the person who is currently speaking may continue [12, p. 121]. In conversations, there is no limit to the length of a turn. A turn can vary in length from a single word or partial word to a complete utterance or a story, but they all have the characteristics of projectability; once began, it generally becomes known what type of turn is underway and what it will take to complete it [15, p. 27]. In general, projectability is assumed to be determined by the intonational and syntactic properties of the turns. Interactants apparently have the ability to identify the end of a turn. There are no rules concerning the number of turns a participant can take or the possible content of a turn.

Professionally oriented dialogic speech is a separate type of verbal communication during which there is an interaction of two participants of the communicative process. With the help of a dialogue social and communicative activities are realized during professional communication; a dialogue's subject reflects connections and attitudes of participants of professional communication. Professionally oriented dialogic speech is characterized by the simultaneous presence of verbal and non-verbal means [8].

Professionally oriented dialogue is defined as a specific form of professionally oriented communicative contact during which there is a direct exchange of utterances, i. e., the content of the dialogue is distributed between the communicants and at the same time it is united by the subject of conversation [10, p. 132]. Professionally oriented dialogic speech is socially oriented interactive activity of two or more participants, which proceeds in the form of turn-taking of

situationally determined speech actions, focused on solving communicative problems; verbal and non-verbal means of communication inherent to professional and cultural spheres are used in it.

Within the lexical-semantic approach, professionally oriented dialogic speech is characterized by desemantization of lexis, the presence of clichés, stylized formulas, stereotyped expressions of the sphere of speech etiquette, which are constantly reproduced in the speech and characterized by automation of use. We regard clichés as stable, grammatically heterogeneous (from a word to a sentence), regularly reproduced at the level of automatism, clustered (representing ready-made blocks), standard replicas in typical communicative situations, reflecting the stereotypical mindset of the interlocutors, allowing the speaker to reach the communicative purpose of a conversation successfully, promoting comprehension and informativeness of a text, organizing dialogic speech and in many cases maintaining their expressiveness (social significance).

Professional communication of agronomists is limited by the forms and types of business communication, psychological features: 1) the language that an agronomist uses is closely connected with the duties and professional competence of a speaker; 2) vocabulary covers the most common and most successful for business communication terms and grammatical structures; 3) the language is characterized by a set of ready-made formulas and idioms for formal and informal communication in the field of agribusiness; 4) some grammatical phenomena acquire special significance in individual situations, for example,

conditional sentences for negotiations or modality for expressing opportunity or politeness.

The principle of situationality is the main means of implementing the communicative approach as the organization of the process of teaching professional English as close as possible to the real process of communication. Communicative context is an integral component in the structure of professionally oriented dialogic speech. Every communication is contextual, i. e., occurs under certain conditions that influence its character. Communicative context is defined as part of the communicative situation – those components that have direct significance for creation and interpretation of utterances.

When a professional dialogue is acted out in educational communicative situations, the constituent components of a communicative situation should be considered by its participants. D. Hymes [7, p. 35] includes constituent components of the communicative context in the acronym SPEAKING. Each letter of this word corresponds to the certain contextual component: **S**etting – time and place of communication; **P**articipants – interlocutors of communication and witnesses of it; **E**nds – aims of communication; **A**ct sequence – succession of interlocutors' act; **K**ey – tonality (emotional and psychological mood of interlocutors); **I**nstrumentalities – the channels of transmission of information; **N**orms – norms that regulate the usage of the language; **G**enres – genres of the language that organize the content of communication in definite forms (discussion, lecture, etc.).

In accordance with the specifics of agronomists' professional activity, spheres of communicative activity and

communicative functions of the dialogue we distinguish:

- *dialogue-inquiry* (formation of the ability to receive and request information);
- *dialogue-explanation* (explanation of certain terms, facts, actions related to professional activities);

- *dialogue-arrangement* (a conversation of equal in the social status partners, during which they try to negotiate a price for a product or service, find a compromise, provide solutions);

- *dialogue-persuasion* (an agronomist turns to consciousness, feelings and experience of the interlocutor in order to form new attitudes, relationships);

- *dialogue-exchange of impressions* (the purpose is to state one's vision of a subject, event, phenomenon when the interlocutors express their opinion, provide evidence to prove that they agree / disagree with the partner's point of view);

- *dialogue-discussion* (the interlocutors seek to develop some kind of decision, try to find a solution, come to certain conclusions).

We provide examples of tasks that are included in the set of exercises for teaching English professional dialogic speech for agricultural science students.

Stage 1. Presentation of Sample Dialogues Activity

Practical aim: introduce students to dialogic patterns in the communicative situation "At the seminar about history of agriculture".

Professional aim: teach how to analyze professional information.

Type: active listening.

Instruction: when future agronomists want to get to know about the history of agriculture they ask questions concerning the beginning of farming first and types of crops farmers

grew in the country. When you listen to information you need to tell the other person if you don't understand the information clearly. Listen to the dialogue and take notes about the system of irrigation and controlling water.

System of irrigation	Controlling water

Student: Excuse me, Mrs. Anderson. I have a question about the first farmers.

Teacher: Great. What is it?

Student: Well, they were in a desert. How did they irrigate their crops?

Teacher: Oh, with ditches. They connected their field and the Nile River.

Student: Okay. So, water moved through the ditches to the fields.

Teacher: Exactly.

Student: Then, I have another question. How did they control the water?

Teacher: The ditches had gates. They opened and water flowed through [14, p. 5].

Stage 2. Mastering Replication Activity

Practical aim: teach replication in the communicative situation "At the farmer's market".

Professional aim: teach how to present professional information.

Type: work mode "lecturer – student".

Instruction: look at the products at the farmer's market and name your

favourite fruits and vegetables and then identify non-food products that come from plants. Suppose I've never been to this market and I'd like to know everything about it. I ask some questions about the farmer's market. Take turns to give me the answers.

Teacher: Excuse me. Where can I buy fresh fruit?

Student 1: It's over there. You can buy strawberries. They are perfect. They were picked yesterday.

Teacher: Oh, good. And I'd like some mushrooms too. How much are they?

Student 2: A three pound basket costs one dollar.

Teacher: I'll take a basket, thanks. And I saw your ad for basil. Do you have that?

Student 3: Yes, we do. It is grown on a nearby farm.

Stage 3. Mastering Turn-Taking Activity

Practical aim: teach students to exchange replicas in the communicative situation "At the farmer's market".

Professional aim: teach collaboration in solving professional problems.

Type: work in pairs (one by one).

Instruction:

Teacher (to Student 1): you are a salesperson. You work at the farmer's market. Talk to your customer about your products and their prices.

Teacher (to Student 2): you are a customer at the farmer's market. Answer a salesperson's questions.

Example:

Salesperson: Welcome to the farmer's market. Can I help you?

Customer: Yes, please. I want some fresh vegetables.

Salesperson: These peas are very fresh.

Customer: Okay, great.

Stage 4. Mastering the Ability to Act Out a Micro-Dialogue

Activity 1

Practical aim: teach students to act out a micro-dialogue in the communicative situation "In a plant supply store".

Professional aim: form a tolerant attitude towards colleagues.

Type: repeating replicas after the speaker, reading in pairs.

Instruction: listen to the dialogue, say each line after the speaker. Read the dialogue in pairs. Change the parts and read again.

Shop Assistant: Hi. Can I help you with anything?

Customer: Yes. I need some soil.

Shop Assistant: OK. Is it for indoor or outdoor plants?

Customer: It's for outdoor plants.

Shop Assistant: What kind of plant is it for? Houseplants? Flowering plants? Vegetables?

Customer: I have some tomatoes I would like to plant.

Shop Assistant: In that case you should use VegeGrow. It has good aeration and holds water well, too.

Customer: Okay. I'll take it. Thanks for your help [14, p. 11].

Activity 2

Practical aim: teach students to act out a micro-dialogue in the communicative situation "In a plant supply store".

Professional aim: form a tolerant attitude towards colleagues.

Type: creation of a micro-dialogue based on the structural-communicative scheme.

Instruction:

Teacher (to Student 1): you are a shop assistant. You work in a plant supply store. Talk to your customer about

types of plants, soil types and soil description.

Teacher (to Student 2): you are a customer in a plant supply store. Answer a shop assistant's questions.

Shop Assistant: Hi. Can I help you with anything?

Customer: Yes. I need ...

Shop Assistant: OK. Is it for ... ?

Customer: It's for ...

Shop Assistant: What kind of ... ?

Customer: I have ...

Shop Assistant: In that case you should

Customer: Okay. I'll take it. Thanks for your help.

Stage 5. Mastering the Ability to Act Out Dialogues of Different Functional Types
Activity

Practical aim: teach students to act out their own dialogues in the communicative situation "Selling seeds at the farmer's market".

Professional aim: teach to make rational or non-standard decisions depending on the professional situation.

Type: simultaneous work in pairs based on the structural-communicative scheme.

Instruction:

Teacher (to Student 1): you are a farmer selling seeds at the farmer's market. Talk to your customer about seed varieties, discounts, total price.

Teacher (to Student 2): you are a customer who wants to buy seeds at the farmer's market. Answer a farmer's questions.

Farmer: Hi there. Welcome to Braxton Farms. How can I help you?

Customer: Hi, I'd like to buy some seeds.

Farmer: Great. What varieties ...

Customer: I want some ...

Farmer: I'm sorry. I didn't catch that.

Customer: ...

Farmer: Got it. Also we have a special ...

Customer: No thanks. I only need ...

Farmer: Well, they come in packs of ... for ...

Discussion. The problem of English professional dialogic speech teaching of agricultural sciences students is investigated in the article. The results of the analysis of the current state of English professional dialogic speech teaching of agricultural sciences students confirmed the need for creation of appropriate teaching methodology. Based on the studies of psychologists and methodologists on the features of professionally oriented communication of agricultural sciences students in English, it is concluded that spoken interaction, in

particular dialogic speech, is an integral part of the activities of future agronomists. The content of English professional dialogic speech teaching within the framework of typical situations of professional communication is determined by the following communicative intentions of future agronomists in spoken interaction: to find out; analyze; explain; estimate; give advice; encourage; convince; give information; discuss; specify; approve; generalize; substantiate the point of view; urge. The subsystem of exercises for English professional dialogic speech teaching of agricultural sciences students has been developed. The subsystem of exercises is based on the basic didactic and methodological principles of teaching dialogic speech.

References

1. Bakhtin, M. M. (1986). Vyskazyvaniye kak edinita rechevogo obshcheniya [Utterance as the unit of verbal communication. *Estetika slovesnogo tvorchestva* [Aesthetics of verbal creativity]. Moscow, Iskustvo, 444 [in Russian].
2. Banathy, B., Jenlink, P. (2005). Dialogue as a Means of Collective Communication. New York, Springer, 440.
3. Bigych, O. B., Voloshynova, M. M. (2013). Suchasne osvritnie seredovyshche nelingvistichnogo VNZ [Modern educational environment of non-linguistic university]. *Teoriia i praktyka formuvannia inshomovnoi profesiino oriietovanoi kompetentnosti v govornni u studentiv nelingvistichnyh spetsialnostei* [Theory and practice of foreign language professionally oriented competence formation of non-linguistic

specialities students]. Kyiv, KNUU, 8-23 [in Ukrainian].

4. Goffman, E. (1953). Communication conduct in an island community. Chicago, University of Chicago Press, 164–165.

5. Good, C. H. (1977). Some structural aspects of casual conversation. *UEA Papers in Linguistics*. Norwich, University of East Anglia Press, 18–37.

6. Halliday, M. A. K. (1967) Notes on transitivity and theme in English. *Journal of Linguistics*. Part 2, N 3, 177–274.

7. Hymes, D. (1974). Foundations of sociolinguistics: an ethnographic approach. London, Routledge, 264.

8. Kolomiets, I. V. (1992). Metodika provedeniia rolevoi igry s uchetom individualno-psihologicheskikh osobennostey studentov pri obuchenii professionalno napravlenomu dialogicheskomu obshcheniyu [Methodology of the role-playing game considering the

individual psychological characteristics of students in teaching professionally oriented dialogic speech]. Candidate's thesis. Kyiv, 252 [in Russian].

9. Leech, J. (1983). Principles of pragmatics. London, Longman, 250.

10. Maksymenko, L. O. (2013). Formuvannia profesiino orientovanoi kompetentnosti v anglomovnomu dialogichnomu movlenni maibutnih menedzheriv nevyrobnuchoi sfery [Formation of professionally oriented competence in English dialogic speech of future managers of non-production sphere]. *Teoriia i praktyka formuvannia inshomovnoi profesiino orientovanoi kompetentnosti v govorinni u studentiv nelingvistychnyh spetsialnostei* [Theory and practice of formation of foreign language professionally oriented competence of non-linguistic specialties students]. Kyiv, KNU, 128-175 [in Ukrainian].

11. Markel, N. N. (1975). Coverbal behaviour associated with conversation turns. *Organization of behaviour in face-to-face interaction*. New York, Academic Press, 190.

12. McCarthy, M. (1991). Discourse analysis for language teachers.

Cambridge, Cambridge University Press, 213.

13. Nikolaieva, S. Yu. (2003). *Praktykum z metodyky vykladannia inozemnyh mov u serednih navchalnyh zakladah* [Practical training session on the methodology of foreign language teaching in secondary educational establishments (based on the English language)]. Kyiv, Lenvit, 296.

14. O'Sullivan, N., Libbin, J. D. (2011). *Agriculture. Career Paths*. Newbury, Express Publishing.

15. Renkema, J. (2004). Introduction to discourse studies. Amsterdam, John Benjamins Publishing Company, 363.

16. Schegloff, E. A. (1972). Sequencing in conversational openings. *Advances in the sociology of language*. Paris, Pierre-Andre, 91–125.

17. Stephen, F. F., Mishler, E. Y. (1952). The distribution of participation in small groups: an exponential approximation. *American sociological review*. New York, St. Martin's Press, 598–608.

МЕТОДИКА НАВЧАННЯ АНГЛОМОВНОГО ПРОФЕСІЙНО ОРІЄНТОВАНОГО ДІАЛОГІЧНОГО МОВЛЕННЯ МАЙБУТНІХ ТЕХНОЛОГІВ ІЗ АГРОНОМІЇ

I. В. Грабовська

Анотація. Статтю присвячено вирішенню проблеми навчання англomовного професійно орієнтованого діалогічного мовлення майбутніх технологів із агрономії. У роботі проаналізовано сучасні підходи до навчання англomовного професійно орієнтованого діалогічного мовлення та лінгвістичні особливості англomовного професійно орієнтованого діалогічного мовлення майбутніх технологів із агрономії. Обґрунтовано функціональні типи діалогу, що можуть слугувати основою для навчання усного професійного мовлення майбутніх технологів із агрономії на I курсі. Викладено методику та проаналізовано етапи навчання англomовного професійно орієнтованого діалогічного мовлення майбутніх технологів із агрономії.

Ключові слова: англomовне професійно орієнтоване діалогічне мовлення, усне професійне мовлення, діалог, комунікативна ситуація, технологи з агрономії.