

*Нармин Гурбан Ибрагимли*АНГЛИС ТИЛИН ОКУТУУДА АУТЕНТИКАЛЫК ДИАЛОГДУ  
КОЛДОНУУНУН НАТЫЙЖАЛУУЛУГУ*Нармин Гурбан Ибрагимли*ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ АУТЕНТИЧНОГО ДИАЛОГА  
В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА*Narmin Gurban Ibrahimli*THE EFFECTIVENES OF USING AUTHENTIC DIALOGUE  
IN THE ENGLISH LANGUAGE TEACHING

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Бул изилдөө студенттердин коммуникативдик компетенциясын өнүктүрүү үчүн англис тилин окутууда аутенттик диалогду колдонууга арналат. Макаланын максаты – англис тилин окутууда аутентикалык диалогду колдонуунун негизги түшүнүктөрүн, көндүмдөрүн жана тилди окутуунун айрым сырларын үйрөнүү болуп эсептелет. Бүгүнкү күндө студенттер англис тилин үйрөнүү менен аны күнүмдүк жашоодо, сабактан сырткары колдонууга өтө кызыгышат. Ал эми тилди үйрөтүүнүн педагогикалык өзгөчөлүктөрүнүн бири – студенттерде лингвистикалык көндүмдү гана калыптандырбастан реалдуу жашоодо аны колдонуу болуп саналат. Башка бир максаты болуп – студенттердин тилди алгылыктуу колдонуулары үчүн кокустук диалогго тартуу эсептелет. Ошол себептүү макалада аутентикалык диалогду колдонуу менен студенттерди окутуунун пландалбаган стратегиясы анализделет. Изилдөөдө университеттен 18 студент, 4 окутуучу катышкан эксперимент жүргүзүлдү. Эксперименттин жүрүшүндө студенттерден, окутуучулардан маектер, анкеталар алынды жана окуу процессинде аутентикалык диалогду колдонуу деңгээли аныкталды.

**Негизги сөздөр:** англис тили, аутентикалык диалог, кокустуктан окутуу, башаламан кеп, натыйжалуулук, студенттер, окутуучу.

Это исследование посвящено использованию аутентичных диалогов в обучении английскому языку для развития коммуникативных компетенций. Цель статьи – получить основные понятия, знания и навыки использования аутентичных диалогов, некоторые секреты спонтанных языковых моделей коммуникативного обучения английскому языку. Сегодня студенты проявляют большой интерес к использованию спонтанного английского языка в повседневной жизни вне классной комнаты, а не в аудитории. Что касается педагогических особенностей, то изучение английского языка – это не только развитие лингвистических навыков, но и построение реального разговора в незапланированном контексте. Другая цель статьи – является изучение адаптации или вовлечения студентов в спонтанные диалоги для установления эффективного общения. Поэтому в статье анализируются незапланированные стратегии обучения учителей и поддержка свободного выбора учащихся в использовании аутентичных диалогов. В ходе исследования были проведены эксперименты, в которых приняли участие 18 студентов и 4 преподавателя английского языка из университета. В ходе эксперимента среди преподавателей и студентов были проведены интервью и анкетирование для изучения уровня использования аутентичных диалогов в процессе обучения.

**Ключевые слова:** английский язык, аутентичный диалог, незапланированное обучение, спонтанная речь, эффективность, студенты, преподаватель.

This research study focuses on using authentic dialogues in the English language teaching for building communicative competences. The aim of the paper is to get major conceptions, knowledge and skills on using authentic dialogues, some secrets of spontaneous language models of teaching English communiatively. Today students have a great interest of using spontanous English language in daily life outside of classroom than in auditorium. Regarding to pedagogical features, learning English is not only developing linguistic skills, but also constructing a real conversation in an unplanned context. Another purpose of the paper is to explore students' adaptation or enagement in spontaneous dialogues for establishing effective communication. Therefore, the article analyzes teachers' unplanned teaching strategies and support students' free choices on using authentic dialogues. Research study draws the implementing experiments enrolled 18 students and 4 ELT teachers from the university. During the experiment interviews and questionnaires were taken among teachers and students to learn the using level of authentic dialogues in the learning process.

**Key words:** english, authentic dialogue, unplanned teaching, spontanous language, efficiency, students, teacher.

**Literature review.****1.1. The conception of authentic dialogue.**

It is known that effective communication in English seems to be a synergistic process and using orijinal dialogues among students is more relevant in developing language skills. Orijinal dialogues are used in methodology as “authentic dialogue” that are the most effective way for participants to share concepts, mutual understanding, social construction or reveals situative language in English.

John Dewey, the author of pragmatic philosophy firstly presented the conception of authentic dialogue to the language methodology for improving service-learning skills. Then Jürgen Habermas, the author of disource theory developed this approach for making effective communication and perspective language skills. He established this approach for a good diversity and interdependence of the language learning. According their points of views, this approach has great impact on students' realistic reflection of life situation of using English effectively [1; 6].

Recently, J. Hollander, American linguist (2011) stated that authentic dialogue is a kind of open and honest conversations following by the Habermas speech conditions. It is important for students using authentic

dialogue must be committed to the practice to demonstrate collaborative skills in the next phase [6, p. 588].

Analyzing authentic dialogues, linguists Buber and Freire discussed this approach in language auditorium presenting contrasted views. First, Buber emphasizes that original dialogues are not necessarily conversational activities and they are not limited to verbal communication, dialogue can take place without any speech. It is not someone's experience or planning speech, but it means of self-determination of reflecting free emphasizing of feelings. (Roberts 184). Thus, authentic dialogue can occur in an original relationship, not as a communication conversation [ 2; 4 ] .

According to Freire, the difference between the original dialogue and written dialogue in the language lessons, teaching programs are not seen using these dialogues, but random or spontaneously (Roberts 186). In Freir's practice, the authentic dialogue is not a model intended teaching using simple exercises and read as a written dialogue. At the end, Freire suggested that students engage in dialogue to change themselves and de-

monstrate the value of this model for critically examining complex social problems [ 4; 8 ] .

However, dialogues in some English-speaking classrooms do not encourage productive communication, nor do they promote communication goals. Original dialogues are considered useful for language learning, assigned to demonstrate role playing by two people in the interaction and are sometimes seen as to stage it. During the interaction in dialogues students remember vocabulary, grammar structure, follow pronunciation and apply functional skills. But all these functions are not relevant to open the purpose of authentic diaogue.

In addition to, Mazutis D. and Slavinsky N., Raelin, J. Hollander's (2014) views are completely different using of original dialogues. The use of authentic dialogues is an strategic mechanism of the organizational skills in leadership and an important tool for participants to exchange ideas. Participating in orijinal dialogues develops students' communication skills, particulary common understanding and social interactions in cooperation [3; 6; 7].

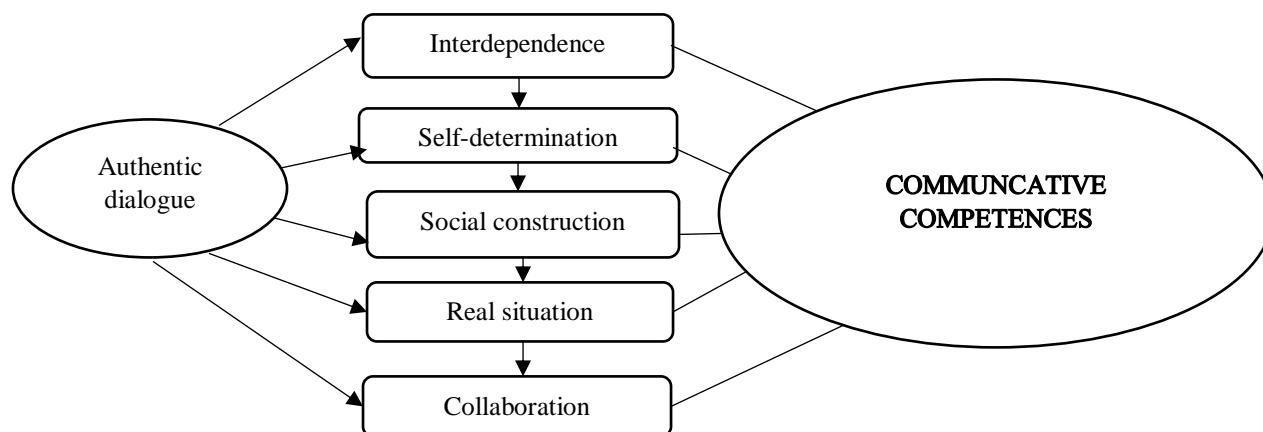


Figure 1. Content conception of authentic dialogue.

According all points above and looking at this figure, it must be stated that the conception of authentic dialogue includes interdependence, sel-determination in sharing ideas, social construction in interaction, reflecting real situation and collaboration of solving problems to build effective communactive competences (figure 1).

Thus, the original dialogue is the most valuable tool in terms of building social communication and allows leaders or organizers in common purpose.

### 1.2. Modern strategies of using authentic dialogues.

Using authentic dialogue as a learning activity allows learners to build up meaning and engage them in real conversation. Developing good communication skills in English language, students prefer to use unplanned conversation, because of living in a highly mobile environment. Without dialogue, students would have a

very limited understanding of the characters in the story or content of the topic. They think, feel and want to know eah-other in original dialogues [3; 4; 8]

As the main factor of learning process, teachers play an important role in organizing of original talking on a given topic. Moreover, the majority of English language teachers think that teaching English couldn't be exist or be challenging without any planning beyond the classroom. As a facilitator, teachers should remind the students key ideas for expressions, necessary paraphrasing to make clear communication and allow them to make pauses, change tones, rhythms in conversation. This kind of implementation makes students think and act out freely. In some cases, the teacher should encourage students to put words in the beginning of conversations. It is fact that the students must read any story or script that are similar to the original conversation. Then,

it is expected that they give some comments on a given topic if it is interesting, boring, terrifying or funny. In this cases students should use some short utterances or chunks to show their attitudes to the topic.

The chosen topic should describe an interesting situation, for example, to solve the problem and the showing of high-level thinking skills in a dialogue. In this situation the teacher should demonstrate emotional feelings using real-life conversations. It is good if the teacher emphasis assessments saying “Good Job!” or “Well done”. If there any confusing ideas teacher should say “I will see” or “Let me think”.

Accordingly, in order to create a natural and original dialogue between the characters, it is necessary to keep in mind the following methodological strategies:

- Listen to conversations
- Recognize each-other’s characters
- Use short answers
- Use chunks, fillers or ellipses
- Use speech etiquette in dialogue
- Use the dialogue aloud

It is likely enjoyable to listen to others’ conversation in real life. When they start talking it is useful to watch their body language or jesting, saying hmm, stops or slangs.

Around the dinner table, or at the party language learners like to learn to say “Congratulations”, “Thanks”, “Bon appetite”, “Oh, that’s great idea!”, “How cool!”, “Drink Please!”, “Tea or coffee?” each-other to make good communications. etc. [3; 4]

*Using authentic dialogues, students should sound some mimic the voices, vocal inflections in creating character presenting situation. It is interesting for students to take some dialogue examples in the real novels, fictions, short stories considering reading them deeply and use them in realistic show. In this case, students will get both the reading skills and personalizing some characters in speech using dialogues.*

Recognizing each-others’ character will help students to find their character’s speech, jesting and switch memorizing when they begin to talk. If you are in the debate or big discussions, you can act as your characters demonstrated arguments or defend themselves justifying facts or evidences.

In some cases, ellipsis is enjoyable tool to construct short answers: Saying “Absolutely right”, “Looks fine”, “Sounds great”, are examples of situational ellipses.

Using video script or movie for making authentic dialogue or the extension steps of reading fiction, fantastic stories it will be easy to make this kind of dialogue to demonstrate self-determination or interdependence [1; 3; 4; 5].

Students should engage in expressing on travelling impressions, cafe entertainment, having intersting book choices in the library, discussing weather forecast to make authentic dialogue. For. example: *Weather Forecast*

**A:** Be quiet! Let’s hear the weather forecast for tomorrow.

**B:** What’s forecast news for tomorrow?

**A:** One second!

**Radio forecast:** Tomorrow, cold wind will bring heavy thunderstorms.

**A:** Wow!

**Radio Announcer:** On Tuesday, everywhere will sparkle under sunshine!

**B:** Perfect!

**A:** Yeah!

To get more ideas of using original dialogues it is necessary to think about all the possibilities on using authentic materials. Improving listening skills, students get enjoyable ideas from TV shows, movies, phone messages. Taking account into using visual aids or printed materials, art works, pictures, symbols, videos, photographs, blogs, menus, travel brochures, maps should be used for inspirational tools [ 6; 7; 8].

### 1. Research methodology.

The aim of this research was to examine teachers’ and students’ knowledge and skills applying authentic dialogue. The study applied quantitative and qualitative research methods to collect students and teachers’ attitudes to develop authentic dialogues in English classes. Data were collected from 18 students and four teachers. Data collection used different research methods such as survey, interviews, observations and focus group discussion, online members of outside of classrooms. Research conducted and discussed survey and questionnaire results, then participants were provided various valuable recommendations and effective resources to apply them in further steps.

After all, for examining the impact of using authentic dialogues on students’ activities summarized on a table below describing some strategies.

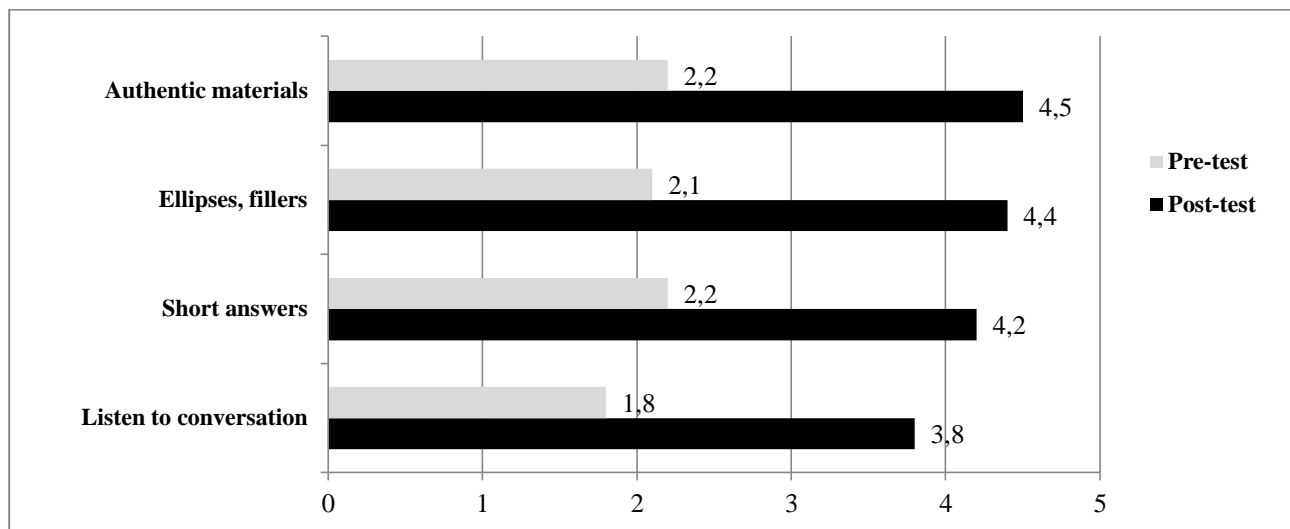


Figure 2. Survey results on using authentic dialogues in the English language.

Looking at this diagram, it can be approved that some effective strategies were beneficial in using authentic dialogues and students achieved some good results (figure 2).

According to the pre-test results show that listening to conversation was 1.8%, post-test results were 3.8%; pre-test results on giving short answers as “Yes” and “No” in dialogues were 2.2%, but post-test results were 4.2%; using ellipses, pre-test results on using ellipses and fillers in dialogues were 2.2%, but post-test results were 4.4%; finally pre-test results on using authentic aids that given above was 2.2.%, but post-test results 4.5%.

Thus, it gives an opportunity to come to this results that students are eager to use these strategies as they have close weight of progress in achieving the goal.

Regarding describing new approaches in this paper, research study achieved some expectations from the students in using authentic dialogues and will provide sustainability of the further progress in achieving English language competences at the university level.

**Conclusion.** Concluding all opinions above, it must be noted that using authentic dialogue is the best way of students’ active engagement with their partners in conversation. As a conception of “authentic dialogue” is understood as a spontaneous language or unplanned talking. Nevertheless, written dialogues as practiced in some classes in English language learning does not encourage students for free talking nor promote communication. Using authentic dialogue develops students’

interdependence, self-determination, social construction and demonstrating real situation and collaboration in highly mobile world. Conducting modern strategies in developing authentic dialogues offer effective ways to improve students speaking, communicating and critical thinking skills to obtain fluent English everywhere.

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