

УДК 377
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**СТРАТЕГИЧЕСКИЕ АСПЕКТЫ ДИАЛОГИЧЕСКОГО
ОБЩЕНИЯ
ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ НА
НАЧАЛЬНОМ ЭТАПЕ**

Стратегические аспекты диалогической коммуникации тесно связаны с психологическими факторами человеческого общения, которые определяют структуру диалога: личности партнеров по общению, их интересы, взгляды, желания, мнения, коммуникативные проблемы и выбор решений для достижения коммуникативной цели. Дискурсные стратегии различных подгрупп, которые являются непрямыми способами достижения коммуникативной цели, позволяют избежать негативных психологических последствий из-за нежелательных реакций коммуникативных партнеров. Данное исследование фокусируется на стратегических средствах воздействия на собеседника в ходе диалогического общения на родном и иностранном языках. В статье рассматриваются стратегические компоненты полного диалогического цикла: предцентр, предответ и постцентр, – а также такие вспомогательные стратегические шаги, как обоснователи, расширители и дизармеры. Эти стратегии могут быть использованы при создании стратегических упражнений для обучения диалогическому общению на иностранном языке на начальном этапе. Опытное обучение показало, что использование стратегических элементов в коммуникативных упражнениях не только способствует

лучшему усвоению диалогических структур, но и совершенствует навыки делового общения студентов.

Ключевые слова: диалогическое общение, диалогический цикл, дискурсные стратегии, стратегические шаги.

UDK 377

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**STRATEGIC ASPECTS OF DIALOGIC
COMMUNICATION
IN FOREIGN LANGUAGE TEACHING/LEARNING AT
INITIAL STAGE**

Strategic aspects of dialogic communication are closely related to the psychological factors that determine the structure of the dialogue: personalities of partners, their interests, assessments, desires, opinions, communication problems and solutions to achieve communicative goals. Discursive strategies which are indirect ways to achieve communicative goal allow us to avoid negative psychological effects due to unwanted reactions of communication partners. This research focuses on strategic assets designed to influence the interlocutor during the dialogic communication in the native and foreign language. The article deals with the strategic components of the complete dialogic cycle: before-center, before-answer and after-center and such subsidiary strategic steps as explainers, expanders and disarmers. These strategies can be used in teaching dialogical communication in a foreign language at elementary stage. Pilot training has shown that the use of strategic elements in communicative exercises not only promotes better assimilation of dialogical structures, but also improves business communication skills of students.

Key words: dialogic communication, cycles of dialogical speech, discursive strategies, strategic steps.

In dialogical speech we can observe not only the use of compensation strategies to fill the deficiency of linguistic resources, but also the manipulation of intentional structures of dialogue to achieve communicative goals. Those manipulations defined as discursive strategies are used to know the true intentions of the interlocutor, to determine the preliminary possibilities of achieving communicative goals, to pause to prepare the answer, to ask again to clarify the idea of a partner etc. So discursive strategies can be defined as special programs of verbal activity developed by the subject to avoid communication problems or overcome them if they have already appeared [1].

Usually communicative task requires a cycle of communication with strategic re-planning in accordance with the assessment of the communicative situation. Thus, some communicative goal (for example, to get the right information) requires the use of a strategy to change psychological parameters of the interlocutor so that he gave this information.

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 subjects of the speech, which determines their set of communication strategies. For natural communication it is usual to solve problems by indirect ways to achieve communicative goals more easily.

It should be noted that the difference between strategies used in dialogic speech in the native and foreign languages is much less than the strategic difference between the different types of speech activities in the same language reading or listening in their native language.

Modal dialogical installation (of cooperation or conflict), is determined by the communicative role of each of the

interlocutors. This installation dictates the use of the macro-strategies of achieving or rejection of communication goal (to avoid communication failures). Then, discursive strategies are deployed according to the selected macro-strategy.

In dialogical speech one of the communicants takes the role of a communicative leader, the second is the reagent. This reagent also realizes its goals and strategies, however, being reactive, they are largely determined by the behavior of the speech addressee leader. The separation of these two roles in the natural communication is to some extent arbitrary, but they are highly characteristic of the classroom communication at the initial stage. The role structure of the dialogue is directly linked with the problem of selection of training types of dialogue, the most consistent with the objectives of the initial stage, with different positions proposed by researchers. This question is related to the problem of the use of role-based communication strategies. Education dialogical communication at an early stage is impossible without mastering the basic features of partner's communicative roles.

Discursive strategies include also alternative programs related to the actional component of communicative goal: initiation and completion of communication, seizure and interception of communicative leadership, filling pause of hesitation to overcome the so-called "dialogic aberrations" [6]. This variety of strategies being sufficiently developed, however, is more difficult to use for language teaching/learning, because it requires a detailed analysis of complex interactional structures of dialogic communication [2, 5].

Communication strategies of initial and final phases of dialogical 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 training dialogical speech by learning and practice

the use of appropriate expressions and patterns, so-called communication routines to initiate dialogue as a finished product, which eliminates the need for training grammatical forms and discursive structures of these phases of dialogical speech [5]. Strategies at this stage appear only in case of violation of the rules of use of communication patterns.

The situation is similar with the discursive strategies of support to communication, for example, such finishing moves (gambits) as tactical adders - "In general, I would say ...", "Let's leave this topic ..." and extractors, "Well, let it be so!", "Sorry, I really need to go ..." and others. It is also desirable to acquire ready-made formulas of stereotypes in educational micro dialogues-samples, because they are an essential component of learning dialogical speech as a whole [3].

Gambits occupy a special place among the discursive strategies and they are considered by W. Edmondson as strategic components used by interlocutors to optimize flowing discourse in various ways (for example, to gain time when speaking to reflect over their replicas) [6]. They appear in case of the so-called aberrations, which inevitably arise in the course of natural unprepared communication. Such elements are easily assimilated through an active foreign language communication in a foreign language environment, but they are very rarely used in formal learning dialogue.

Actually gambits include explainers, expanders, disarmers, amplifiers, repetitions, tactical bridgeheads, qualifiers and supports - all the cues and techniques that are used to maintain 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. "Really?" "Of course", "I mean", "The fact is that," "You, of course, you know what I mean", "Is that so?" etc.

All of these strategic means allow to buy time to ponder the answer in the case of communicative difficulties in the course of

the dialogue, and therefore are regarded as tactical bridgeheads. This discharge is actively developed in the analysis of dialogical speech [2, 5] and to organize learning exercises for learning the relevant dialogical stereotypes and grammatical forms [3].

The main feature of educational strategic impact on the interlocutor (processing strategies partner - so they are designated in computational linguistics where scientists develop models of artificial intelligence) [4], is that they are extremely typical for structures of natural dialogic communication. Because of this consideration they are related to the analysis of direct and indirect speech acts – communication steps that aim to achieve a local target.

The sequence of local communicative steps generates interactional cycle's structure aimed to achieve the global goal. If a part of the communicative exchange (the entire program to achieve the target) is achieved only by direct means of communication, it is a non-strategic. This is the most typical for educational dialogues for students of the initial stage. Such dialogue may consist of only one communicative step of each partner, with a direct request which will be immediately accepted. But for a natural dialogic communication, especially business communication, strategic exchanges are more typical. If in the course of conversation there is at least one indirect (strategic) communicative step, such a move is considered as strategic dialogical communication. 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.
 B. Good morning. How are you today?
 A. Just fine, thanks. How are you?
 B. Wonderful. Things couldn't be better.
 A. 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 strategic step, that is 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 to know the preconditions to achieve communication goal that is to invite the partner to the party (Do you know Jane Smith?). Then the partner uses a strategic step to clarify the true intentions of the leader (What do you have in mind?).

Domination type of dialogue is the most characteristic for foreign language communication in pairs of teacher-student or native speaker - foreigner, as it determines the stability of unequal communicative roles of the interlocutors. The teacher (native speaker) has always the fixed role of communicative leader not only because of the language perfection, but also for the reasons of social status. That's why dominant type of dialogue is typically used in training courses at elementary stage.

In the analysis of the communicative structure of dialogic speech there are several levels and several units, each of which may have a strategic burden. The cycle can be elementary, complicated, complex and complete. Elementary cycles are usually non-strategic, since every use of a strategy causes complication of the dialogical cycle. However, there are elementary cycles, with a single use of a discursive strategy (Dialogue 1).

A complete cycle of the dialogue, which is always strategic, includes the following elements:

1. Phases
2. Exchanges
3. Communication moves
4. Communicative steps [6].

That is a hierarchical structure. In the structure of the dialogue cycle there are:

Phases: Initial (Greetings), Communicative center, Final (Farewell) ;

Exchanges (in the phase of communication's center): a) Center, b)strategic step before the center – (first strategy used in Dialogue 2), c)strategic step before the answer (second strategy used in Dialogue 2), d)post-center ;

Moves: Proposal satisfaction, Contradiction, Juxtaposition, Promotion, Reoffering etc.

Steps: initiative, reactive, auxiliaries.

Exchanges included in the phase of greeting and farewell are mainly etiquette ones so considering the nature and the structure of complete strategic dialogue they will not be analyzed in detail. Communication phase may include all types of exchanges and all types of strategies, including gambits, and their deployment depends on the strategic planning of the interlocutors. In each cycle, there is one main part - center (central exchange). For example, the elementary cycle consists only of the center (Let's go to the movies! - With pleasure!). It is implemented by the dominant interlocutor's moves aimed at achieving the main goal of communication without any problem.

The remaining exchanges are designed to achieve local objectives, as they are the result of strategic planning of one of the interlocutors, or of both of them.

Strategies implemented through communicative moves are: 1. before-center, 2. before-answer, and 3. after-answer.

1. Strategies of before-center clarify the preconditions to achieve communicative goal. They are characteristic for the leader of communication and are implemented by means of general, special and alternative questions.

2. Strategies of before-answer clarify the true goals and intentions of the interlocutor. They are characteristic for the reagent and are realized in the form of counter-responses and indirect reactions.

3. Strategies of after-answer serve to finding additional conditions to achieve the goal of communication. In the case of the reagent they can be viewed as another actional discursive strategy to take the lead and to initiate a new cycle of the dialogue. These strategies request additional information and are implemented by using special questions.

The role of strategic component can be performed by auxiliary strategic steps such as gambits that implement a number of supporting strategies. The most important for the elementary stage are 1. explainers 2. expanders and 3. disarmers.

A) explainers anticipate before center exchange: “Before you ask why ... I want to say that ...” For example: Let's go to the movies. The weather is good.

B) expanders - a move that can not only anticipate before-answer offer, but also contradict an anticipated objection: “Before you ask what to do, I will tell you how you can ...” For example: I do not know. We'll see.

B) disarmers – a step expressing an apology to anticipated failure, negative reactions: - “Before you protest, I apologize in advance for the fact that I refuse.” For example: - Yes, I understand your problem, but I do not have money.

This strategy can be used in real dialogue as an indirect refusal.

So without being a factor that directly determines the choice of dialogic structure, communication strategies, however, have a significant influence on its choice. Thus, they can be used to create new systems of training and communicative exercises of strategic training of the structures of dialogue. It is also a means of the organization of academic work that will speed up the process of not only the formation of the communicative

competence in general and of flexible and grammatical of skills of dialogic speech by improving the efficiency of exercises, but also of strategic planning of business communication.

The problem of creating strategic exercises for teaching foreign dialogical communication can be solved by taking into account the impact of discursive strategies that are realized in the elementary cycle of strategic dialogue, containing some strategic moves. Communicative strategic move of elementary cycle is a minimal unit of dialogic communicative strategy that is applicable to learning objectives at the initial stage. The use of elementary cycles containing minimal strategic moves, allows to develop a system of strategic exercises in grammar learning dialogue, including new types of assignments.

In training exercises in the course of solving the communication problem \ overcome anticipated communication problem one of the interlocutors, which enjoys a given strategy provokes another student's repetition of studied grammatical structures with the goal to obtain the required information (achieve communicative goals). 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 leader of the type "capricious partner": Do you want to go to a museum? - No, I do not want, No not in a museum etc., when grammatical forms are practiced in the speech of communicative leader, or both partners, or all the group. Game modalities allow to fix both the grammatical structure and ways of solving of the same type of communication problems, similar to those used in the exercises. Thus students will learn a grammatical structure and 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 develop new types of communicative exercises:

- a) training exercise with the strategic component,
- b) exercises, which we define as the pseudo-strategic communication exercises and
- 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 communicative goal. In the proposed communicative situation at two highest levels students will use a strategic component of their own for optimizing the process of assimilation of dialogue structures of communicative strategies according to the proposed scheme.

To make an original dialogue of a 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 (communicants B).
2. To each step of dialogue add strategic component:
 - A. Before-center - to offer the option to request additional information necessary to know the possibility to invite the partner (to the theater, stadium, party). For example:

Are you busy today? Do you love the theater? Let's go somewhere? What are you doing next Friday? (Options are suggested, but they are not given in advance - they should 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 while initiating dialogic conflict with the intention of doubt or support, on a given topic request, 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 - the longest dialogue. - Maximize the dialogue, given by the teacher using all possible strategic moves for 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 is the couple, who spoke the longest [3, pp.105-124].

To formulate the tasks in a non-philological University there is no need to explain to 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".

Our pilot training has shown that the inclusion of communication discursive strategies in the texts and exercises for teaching structures of dialogic speech at initial stage not only promotes better assimilation of dialogical structures, but also improves business communication skills of students [3, pp.125-142]. Optimization of assimilation was achieved primarily through the use of the exercises with strategic component.

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