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USING AUTHENTIC DIALOGUES IN TEACHING ENGLISH

Abstract. Exposure to real-world linguistic usage is one of the main advantages of dialogues. In modern English language teaching, authentic dialogues have significant communicative value, giving them a new meaning and quality. The article aims to reveal new ways of using authentic dialogues through theoretical basis explaining linguistic features in English. In English, students often do not participate in unplanned conversations in non-teaching environments that construct authentic dialogue. When English is used in real-world conversations, learners can converse in the language in various settings, from business meetings to casual conversations. This includes elements of making authentic dialogue, its techniques, and evaluation that are frequently left out of traditional language textbooks. It is evident from observations that the development of socio-cultural competencies and communicative competencies in English language instruction places less emphasis on fostering oral interaction and establishing authentic communication. The development of oral interactions for some classroom activities makes it challenging to create meaningful opportunities, and there is a lack of clarity surrounding the communicative approach in English language teaching as well as the methods and techniques that make up authentic oral interaction. Research on English language methodology demonstrates that using authentic dialogues to teach language helps teachers address concerns about their familiarity with dialogue pedagogy, whether the requirements enhance language proficiency in authentic conversations, and how to support their approach to dialogue. Findings prove that teaching methods in learning original dialogues help students develop thinking and problem-solving skills and make students active participants in the learning process, encouraging them to take responsibility for their learning.

81

Keywords: authentic dialogue; discourse theory; linguistic; communicative competence; elements of dialogue; techniques; evaluation.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. The research paper intends to examine several aspects of the problem's investigation. It is well known that the original, natural language environment's description should be included in the textbook's structure. Textbooks do not give good advice on how to write unique dialogue. It is a fact that originality is reflected in textbook inconsistencies, which poses a challenge for educators and writers of instructional materials. In addition to offering students interactive and transferable language content, a well-designed textbook also helps teachers become more flexible in the classroom and offers a structure for effective improvisation [2]. Moreover, since textbooks typically repeat pre-written texts and dialogues and do not always provide real-world examples of spoken language, they do not engage students to the same extent as fictional texts or dialogues. The pre-written dialogues provided in textbooks can occasionally restrict students' freedom of speech and keep them from describing actual events. Furthermore, the persistence of incomplete ideas and the presence of clarifying questions in the texts pose a problem in terms of fostering genuine communication and a free exchange of ideas. For this reason, it should be highlighted that looking into the theoretical underpinnings of the production of authentic dialogues and putting them into practice are crucial steps in solving this issue [6]. The audio material that is presented to the students lacks prior presentation of vocabulary knowledge, semantic word combinations, synonyms, antonyms, homophones, and numerous other words in the dialogue. It is common to forget ahead of time which grammatical rules will be applied in the dialogue. The instructor should remind students to focus on pronunciation, intonation, and fluency before starting the audio.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. In connection with the thesis work, various researches were conducted and several scientific works were written. There are enough scholarly publications by professors D. Ismayilova [1], M. Gaziyeva [2], and N. Valiyeva [3] about the contribution of dialogues to the local development of English communication skills. D. Sevostyaniov [4], S. Vladimirovna [5], T. Pimenova [6]. Very little documentation of the methods used by J. Haberman [11], P. Fiere [12], and J. Richardz [13] was maintained. They discussed the pedagogical and psychological analysis of authentic dialogues in communication and examined

linguistic features in the communicative approach, the strategy of using dialogues in an authentic environment, and features. The problem of developing the objectivity of oral speech and speech behavior in communication situations, as well as research that allows one to determine originality in English communication in contemporary scientific-methodical literature, remains unresolved [4].

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The ***purpose*** of the study is to examine how junior courses employ contemporary methodologies to develop students' communicative competencies through the use of authentic dialogues.

The following ***tasks*** have been put forward in the study:

- to provide the most recent theories and conduct a theoretical analysis of the lingo-dialectic underpinnings of genuine dialogues;

- to identify the methodologically most successful oral speech behavior tasks as well as the content issues of real dialogues;

- to investigate the lingo-methodological and pedagogical underpinnings of instruction on the growth of student's communication skills and identify their traits;

- to confirm and assess the impact of real English conversations on the practical development of communicative competence.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

The rapidly changing society needs English language learners who can speak independently and critically in dialogues, connect their ideas harmoniously with the surrounding reality, approach problems creatively, and solve problems. For this purpose, the formation of communicative competence as a variable model in a new modification in the process of teaching English is a priority goal. One of the most successful means of creating real communication in English is authenticity, that is, the use of original means, and this approach has become the most unique means of communication [7].

B. Tomlins makes the point that successful real dialogues should inspire students to learn new material and prepare them for authentic communication with people outside of the audience. It is well-known that original materials have long been used in the study of foreign languages. Linguists highlighted the benefits of regularly using original texts in their research at the end of the 19th century [8].

Russian scientists state that during the authentic dialogue, conversations are usually not used in written texts. They emphasize that it contains lexical

items and colloquial speech tags. This area reviews previous ideas on written literary dialogue and unwritten conversation. It turns out that changes in the socio-cultural environment impose new requirements on the quality teaching of English [4].

Discourse theory of J. Habermas

The German sociologist and philosopher Jürgen Habermas established the groundwork for pragmatics and critical theory in communication, and he promoted genuine dialogues as the most distinctive approach to the evolution of language in communication. The preservation of social order in the English language has been made possible by J. Habermas's theory of communicative action, or "Habermas speech," which has made significant contributions to the field of linguistics. Within the framework of different abilities and cooperative conditions, the dialogue affords the participants the chance to acquire pragmatic and discursive competencies [11, p. 245].
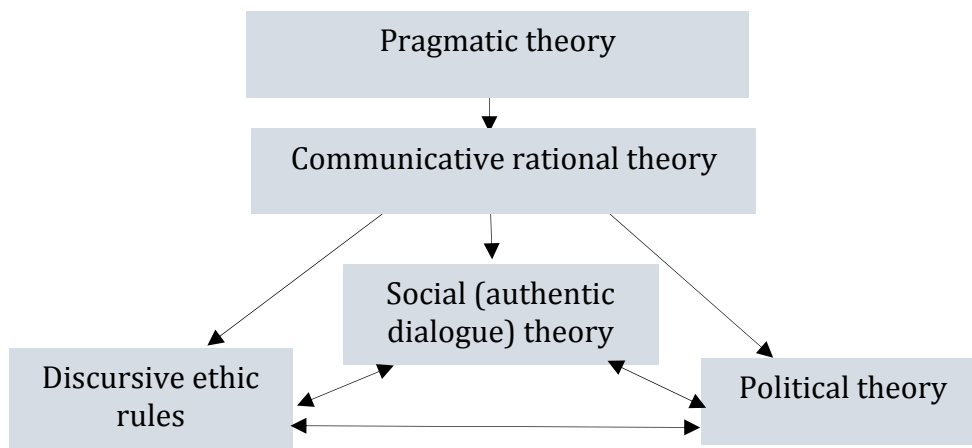

Figure 1 Haberman's theory of rationality in the communicative approach

Referring to communicative activity as a "reflective form," Habermas imagines it as a cooperative endeavor, links it to discourse theory, and highlights its rational and cognitive nature. Through his theory of discourse ethics in a linear scheme, Habermas addresses practical issues and challenges in dialogues and offers a framework for understanding the effects of speech during participation in dialogues. However, it clarifies discourse validity as an approach with significant conceptual power and a tool for empirical research. Truth, clarity, sincerity, and ethics are given special consideration and welcomed as political theories in education when using these dialogues [11] (Fig. 1).

According to research scientists, M. Adams [7], L. Bell [7], B. Birnie [8] (2016), real-world scenarios can be found in a variety of media and press tools,

magazines, books, films, video materials, newspapers, announcements, and social networks. The semantic and structural completeness of following this approach is frequently stressed in writings about the use of dialogues in English, and it reveals the mechanism of formation of both individual replicas and entire dialogue complexes. The discovery of a just exchange of ideas and innovative thinking in society has resulted from the use of real dialogues in the development of dialogic speech in English [7].

A model of "cultural situational associations" is put forth by M. Byram [10], and Wagner [10], (2018) for the application of authentic dialogues. In this model, communicative competence in English aims at more successful language learning through the use of authentic dialogue, and in this situation, more understanding of multicultural views and cultural norms is required [10, p. 22–57].

Linguistic features of authentic dialogues

The linguistic rules of the language cause a speech process to emerge, and the linguistic didactic principles of using real English dialogues have a significant impact on the cognitive, affective, and creative development of language learners. In the process of speaking, especially in dialogues, it is important to accurately process words, choose the right vocabulary, and express them correctly according to pronunciation rules [5]. Preserving the morphological and syntactic aspects of the language ensures an effective use of the appropriate language environment. In recent literary examples, authentic conversations and dialogues in English have begun to be explored as a separate field of study and to arouse interest among learners [7].

The inclusion of the study of actual conversations into linguistic ethnography has been confirmed, even though there is a natural setting for the use of authentic dialogues in instruction. Very little research has been done on the linguistic areas involved in the processing of single-spoken sentences.

Morphological awareness is a necessary skill for authentic dialogues used in linguistics. According to the researchers' findings, morphological awareness enhances learners' capacity to manipulate structural morphemes or words to create new changes in discourse by helping them identify their functional components.

According to S. Bruning [9], M. Dials [9], A. Shirka [9] argue that semantic competence is another linguistic component of communicative skills. It includes understanding word meaning in context during dialogues, establishing connections between language units and grammatical semantics, understanding the meaning of grammatical devices and structures, and emphasizing pragmatic semantics. Genuine conversations are examined from a socio-pragmatic perspective in the process of acquiring semantic competence. Authentic

dialogues are employed in the following ways for this purpose:
1) Dialogue 1: high degree of informality, equality, and effectiveness.
2) Dialogue 2: informal talks, business phone calls, and reference.
3) Dialogue 3: formal, ironic, serious, and thank-you conversations.
4) Dialogue 4: individual introduction, formal, ceremonial, and referencing.

Elements of Authentic Dialogue

Furthermore, the researchers emphasize four essential behaviors that academics have identified as necessary for healthy relationships during conversation. These behaviors are cited as important psychological components that support the upkeep of solid relationships.

Four key elements are typically present in an effective dialogue: *symmetry, brief segments, specifications, and summary* [12].
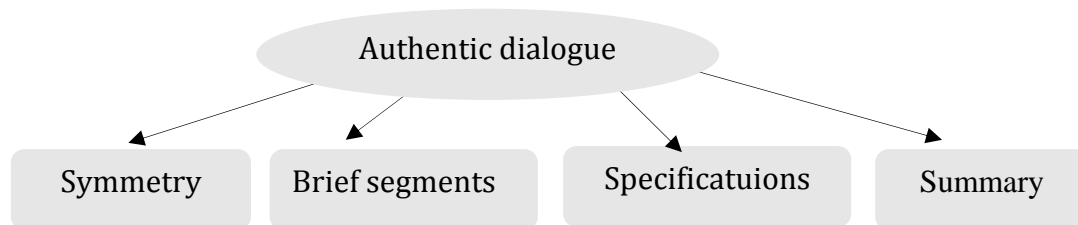

Figure 2 Elements of authentic dialogue

Symmetry. The balance of each partner's speech is determined by the symmetry of the dialogue in actual communication. Everybody in the conversation should speak at the same time.

Brief segments. Alex Pattakos [14], (2019) states that short passages in real conversations demonstrate the volume of words spoken at once. With acronyms, the listener must either interrupt frequently to retain pertinent information in a succinct manner, or the speaker must frequently pause, waiting for their turn to speak and listen. In this situation, quick breaks can be beneficial.

Specification. Scholars make a comment about how crucial it is to identify and describe the primary challenges and issues when using real dialogues as the most effective way to solve a problem. Through dialogue, reaching a consensus, settling conflicts or clearing up grievances, and clearly outlining concerns, both parties are able to come to a satisfactory conclusion and create the opportunity to create an action plan that benefits them both. The likelihood of success increases at this point if clarifying questions are asked to ascertain the features of the partner's primary concerns in the dialogue, along with any additional ideas [13].

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The research study implemented an experiment among junior students (35 students) to analyze the using of authentic dialogue in the lesson or extracurricular activities. The experiment makes use of both quantitative and qualitative techniques, including textbook analyses, observation lessons, teaching programs, interviews and evaluation process. The interview questions cover a range of techniques for employing real dialogue. In order to observe students' performances and teachers' experiences during the lesson, observation classes were used in the experiments.

How does the communicative approach express the role of authentic dialogues?

What aspects of the original dialogue should be taken into account?

Which techniques and resources result in the development of genuine dialogues more effectively?

Different aspects of using original dialogues were examined, observation classes were analyzed, teachers work was discussed, and several effective resources were provided in the experiment.

Finally, an assessment of the respondents' abilities to use authentic dialogue and its fields was conducted. Subsequently, all assessment results were discussed with them in order to assign more work.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

In order to make respondents aware of all the problems with using genuine dialogue, the experiment included an effective discussion following the experiment. The findings show that as for language skills speaking is still based on using ready dialogue given in the textbook or describing the pictures. Moreover, using unplanned dialogue makes students curious during the lesson. Therefore, the experiment is implemented to realize all issues and to apply new approaches in achieving the goal of the study.

Initially, a few instances of comprehending the notion of genuine conversation were showcased. The methodology elucidated the significance of utilizing authentic dialogues, and students' interests were evaluated through the utilization of authentic tools. The significance of providing the meaning of Habersman's speech was stressed in the English language methodology. Throughout the conversation, the importance of pragmatic, communicative, social, and ethical theory was brought up. Respondents to the experiment were questioned regarding the language characteristics of real conversations. After listening to the explanation of the value of symmetry, brief segments, specificity, and generalization in the dialogue, the respondents were tasked with processing

real-world conversations that included these components.

Furthermore, the teachers' ability to facilitate dialogues was assessed during the discussion, and several new strategies for facilitating dialogues in the original setting were described. The study clarified the guidelines for using the following techniques: *"dialogue regulation", "social construction", "conversation facilitation", "dialogue automation", and "original cooperation"*.

During the discussion of the interview questions from the experiment, it became evident that authentic dialogues are not frequently used in learning. The English language teaching program's extremely basic coverage of this topic served as an explanation for the reason. It was discovered that several psychological aspects are overlooked when organizing and implementing the original dialogues. *Motivation, comfort, inventiveness, and self-assurance* are underrepresented. Another factor is the lack of awareness surrounding the idea of authentic dialogue and the limited resources and guidance available for it in learning. The teachers' interview responses revealed how little they knew about the structure of meaningful communication.

It is also noteworthy that there was no instruction on dialogue creation techniques in the curriculum. It was considered that educators require up-to-date training for English language teachers on this topic

Another methodological task is to provide students with examples of fiction that contain original dialogues. It is known that the original structure and linguistic features of this type of dialogue are more evident in fiction. Here, the rules for finding ellipses, spaces, beginnings, and repetitions are more widely reflected. The requirements dictated the choice of fiction, and the characteristics of their delivery were explained by choosing authentic dialogues in literature.

Table 1

Authentic dialogues in literature

№	Assessing skills	Experiment results	
		Pretest result	Post test result
1	Checking theoretical knowledge by answering questions	29 %	71 %
2	Revealing linguistic knowledge using authentic dialogues	24 %	68 %
3	Displaying elements of authentic dialogues in conversations	19 %	67 %
4	Use of techniques by teachers to create real conversations	12 %	49 %
5	Preservation of psychological factors in the use of dialogues	21 %	68 %

This table displays the research experiment's benefits. As is evident, prior to the experiment, only 21 % of the respondents showed a complete

understanding of theoretical concepts; in contrast, test results following the experiment showed encouraging levels of 71 %. The respondents were able to exhibit a thorough comprehension of Haberman's speech's theoretical sections.

The analysis of language used in real-world conversations constituted the second domain. Prior to the experiment, this area was observed to have poor results (24 %), but the test results following the experiment demonstrated the progress of this area (68 %).

The consideration of authentic dialogue elements during the dialogue was another area that needed to be examined. In this case, a success rate of 67 % was attained at the conclusion of the experiment, assuming that the test results prior to the experiment were 19 %.

During the observation lessons, the teachers completed the assessment of innovative strategies as part of the instructional phase. In this sense, the experiment produced 49 % in this area, despite the fact that the first results were unsuccessful at 12 %. It was discovered that in order to teach this dialogue effectively, teachers require a training program.

The psychological aspects were the last area to be evaluated. After the experiment, the respondents were able to solve psychological issues in teaching authentic dialogue with 68 % ease, compared to the previous result in this field, which was observed with 21 %.

CONCLUSIONS / ВИСНОВКИ

Consequently, it can be said that, similar to communicative competence in English, students foster understanding and shared awareness among individuals through the creation of authentic dialogues in authentic settings. In addition to facilitating the development of discursive and pragmatic competences, the use of authentic dialogues lays the groundwork for critical theory and pragmatics in communication. However, instructors and students sometimes struggle to comprehend the fundamentals of the dialogical approach. Scientific references attest to the fact that the theoretical underpinnings of authentic dialogues define the domains in which they are applied in the evolution of contemporary spoken language and ascertain its function in communication. There are sufficient gaps in the methodology of the modern English language, as he was able to persuasively demonstrate when proving the lessons of observation. Original conversations play a crucial role in language acquisition because they apply novel techniques and resolve a variety of psychological issues that arise during conversation. The research paper was also able to outline the procedures for setting up systematic work to solve the issues in the specified fields.

Future Research Directions Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. The research article has the advantage of examining both the pedagogical-psychological and content aspects of authentic English-language communication. In order to achieve this, the viewpoint of the article that was presented was able to offer a novel speech model in terms of how methodological work was applied and organized. This article offers fresh ideas for structuring authentic English conversations, which will make it a valuable tool for educators and learners alike.

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ВИКОРИСТАННЯ АВТЕНТИЧНИХ ДІАЛОГОВ У ПРОЦЕСІ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ

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Анотація. Знайомство з реальним лінгвістичним використанням є однією з головних переваг діалогів. У сучасному викладанні англійської мови автентичні діалоги мають значну комунікативну цінність, надають їм нового значення та якості. Стаття має розкрити нові способи використання автентичних діалогів через теоретичну основу пояснення мовних особливостей англійської мови. В англійській мові студенти часто не беруть участь у незапланованих розмовах у ненавчальних середовищах, які будують автентичний діалог. Коли англійська мова використовується в реальних розмовах, учні можуть спілкуватися цією мовою в різних ситуаціях, від ділових зустрічей до випадкових розмов. Це включає в себе елементи

створення автентичного діалогу, його техніки та оцінювання, які часто не згадуються в підручниках традиційної мови. Зі спостережень видно, що розвиток соціокультурних компетенцій і комунікативних компетенцій під час навчання англійської мови приділяє менше уваги сприянню усній взаємодії та встановленню автентичного спілкування. Розвиток усної взаємодії для деяких занять у класі ускладнює створення значущих можливостей, і існує недостатня ясність навколо комунікативного підходу до викладання англійської мови, а також методів і технік, які складають автентичну усну взаємодію. Дослідження методології англійської мови показує, що використання автентичних діалогів для навчання мови допомагає вчителям вирішити проблеми щодо їх обізнаності з педагогікою діалогу, чи вимоги підвищують знання мови в автентичних розмовах і як підтримувати їхній підхід до діалогу. Висновки доводять, що методи навчання оригінальних діалогів допомагають учням розвивати мислення та навички вирішення проблем, а також роблять учнів активними учасниками процесу навчання, заохочуючи їх брати відповідальність за своє навчання.

Ключові слова: автентичний діалог; теорія дискурсу; лінгвістична; комунікативна компетенція; елементи діалогу; прийоми; оцінювання.

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