

METHODOLOGY OF ORGANIZING AUTONOMY IN PROFESSIONALLY-BASED
DIALOGICAL SPEECH LEARNING FOR FUTURE SPECIALISTS IN THE
SERVICE SPHERE (GERMAN AFTER ENGLISH FOR STUDENTS OF NON-
LINGUISTIC SPECIALTIES)

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Abstract

The article focuses on the results of the Intelligence Experimental Training of Professionally-Based Dialogical Speech of Future Specialists in the Service Sphere (German after English).

Key words: business role play, interactional/dialogical speech, second-year students of higher technical educational establishments.

Introduction

The word "communication" is derived from Latin "communico" which means "to share". The main postulate of communicative professionally-based language learning is that people learn first and second foreign languages not to "know" them, but to communicate. The development of students' intercultural competence in professionally-based dialogical speech (German after English) can be realized by promoting their intercultural skills and cross-cultural awareness [5:11].

Business role play helps students begin thinking in second foreign language and creates an opportunity for them to develop conversation skills and professional vocabulary [7: 81 - 83]. The specific purpose of German as second foreign language for hotel management is language used in hotels and restaurants, where German is needed to communicate with customers. Such training must be developed according to the tasks the students need to accomplish and the contexts in which they will have to complete these activities.

German as second foreign language for hotel management requires extensive practice with day-to-day spoken German, both formal and informal [3, 4].

Background

The German needed for service sphere includes being able to respond to and resolve any problem that might arise when the guest arrives at the hotel, during the stay, and when the guest leaves the hotel. Classroom activities devoted to these areas involve an understanding of both expectations regarding courtesy and the full spectrum of services provided for hotel guests. These three main areas of focus in the hotel management curriculum revolve around the guests and the language necessary to provide services that will keep those guests coming back to the hotel [2: 346 - 358].

The German involved in helping a guest to check into the hotel can be divided into three functional areas that describe the work routines of hotel personnel in the registration area or at the front desk: taking reservations by letter, and receiving guests. Taking reservations by telephone requires simple questions with „*„Cönnten Sie...“*“, „*„Wer?“*“ and „*„Was?“*“ that are practiced without the aid of face-to-face visual feedback. Students can practice telephone dialogs that take place between the front desk clerk and the hotel guest in pairs beginning with simple introductions (e.g. „*„Guten Tag! Sie wünschen, bitte? “*“).

Business role plays are also very good for practicing the appropriate response to an incoming telephone call. Students can also practice greeting customers face to face, asking for verification of reservation information, inquiring about the form of payment, giving directions to the room or places outside the hotel, and recommending other hotel services.

The process of receiving guests might also require providing information about the hotel and the location of restaurants and facilities [1: 109 - 116].

To develop professionally-based speaking skills in second foreign language a teacher should consider the following features of spoken language which make speech natural and correct:

1. Fluency.
2. Accuracy.
3. Range of professional vocabulary.
4. Pronunciation.
5. Interactive and Discourse Skills.

These five main fields must be reflected as criteria for the measurement of students' proficiency in the future professional activity.

1. Fluency. Fluency and accuracy are juxtaposed in learning second language, especially at the intermediate level, when language errors seem to fossilize in the learners speech habits and to correct them means to break up the fluency of student's speaking, but fluency is not only the rate of speech^ but also comprehensibility and naturalness of speech flow, as well as good interaction with the speaking partner.

To raise fluency some tips could be recommended. The rather should

- a) ensure a personal involvement,
- b) keep balance between accuracy and fluency,
- c) provide a variety of Professionally-Based topics.

2. Accuracy. By accuracy methodologists usually mean not only grammatical accuracy, but also the correct and appropriate use of functional language, precise use of vocabulary. So accuracy activities can be subcategorized into these 3 areas.

The activity called "Before and after" provides a communicative context for using modal verbs to express advice or past probability and increase learners' vocabulary. Frequent repetition of regular past participles encourages contextualized practice.

3. Vocabulary. Vocabulary can be treated either within accuracy or as a separate item - range of vocabulary.

Competent users of the language possess knowledge of several components of vocabulary:

- 1) the lexics (what words mean, both literary and metaphorically);
- 2) the collocations of a word - what can combine;
- 3) word formation (how to make, "interesting" - "interested" and so on);
- 4) how words change their meaning

4. Pronunciation. I teaching speaking the teacher is not supposed to give any phonetic instructions or deal separately with the mastering or foreign sounds. But he/she should promote pronunciation improvement through the study. Students often are unaware of which pronunciation difficulties affect their intelligibility the most.

Pronunciation training requires through systematic work. Up to now there wasn't the successful attempt to incorporate such training into a general communicative course of German after English as second language.

5. Interactive and Discourse Skills. Even armed with language complete (lexical, phonological, grammatical knowledge) and communicative competence (the appropriate use of language), language users may not be able to operate efficiently unless they know how language is organized as discourse. They are to know how to string words together, how to organize the points they wish to make.

To communicate effectively language users need to make their speech cohesive and structured. This is a strategic knowledge of how to plan and execute what we want to say.

The German as second foreign language used in the aspect "staying at the hotel" involves all of the departments within the hotel that directly affect the guests, namely housekeeping, restaurants, and special services such as those offered by the concierge and catering services. Students can use business role plays to practice communication between manager and employee, employee and guest, or employee and employee.

Role playing has been around as a learning tool for a long time. Without defining it as such, many of us use role play as a basic tool of life. Whenever we project into the future in a kind of 'what if scenario we are indulging in a role play of some sort, we are projecting ourselves into an imaginary situation where, though we cannot control the outcome, we can anticipate some or all of the conditions and 'rehearse' our performance in order to influence the outcome. Much of the time we are better for it.

By way of example, you might wish to speak to your garage to raise the fact that they have still not cured the oil leak. Before doing so you might well rehearse to yourself what you intend to say. This would be a mini role play - we do it all the time because it helps.

In a learning environment role play can be a very flexible and effective tool. The tenet 'I hear and I forget I see and I remember, I do and I understand' is very applicable here. Role play is often used as a way of making sense of the theory, of gathering together concepts into a practical experience. And yet, it often goes wrong. Why? Because like so many things which are simple on concept, it can

become awfully complicated. If used badly in a training environment the role play tool can be ineffective and sometimes even damaging.

One of the main complicating factors surrounding role play is the attitude or emotional state of the people taking part. Quite frankly, many people are nervous, even terrified, at the prospect of participating in a role play; not surprising when you hear about some people's unfortunate role play experiences.

For the purpose of this article, role play is defined as an experience around a specific situation which contains two or more different viewpoints or perspectives. The situation is usually written as a prepared brief and the different perspectives on the same situation are handed out to the different people who will come together to discuss the situation.

Each person will have a particular objective, or objectives they want to fulfil which may well be in conflict with their fellow role player or role players. It is how each role player handles the situation that forms the basis of skills practice, assessment and development. The situations will be realistic and relevant to the role players and the most successful ones will be focused on developing a particular skill or skill set. If you consider a musical analogy, each 'player' is involved in the same 'symphony' but has a different score - their perspective and objective(s) - for their own 'instrument' - themselves as individuals - their histories.

For example, the future specialists in the service sphere want to practice giving information to guests about places inside and outside the hotel, tickets for entertainment, and schedules for transportation. In the restaurant, students can practice using German as a waiter or even head waiter (maitre d'hôtel) with exercises that focus on welcoming customers, directing them to their tables, and listening and responding to requests for translation or description of menu items.

They also need to practice comprehending an order in German, explaining the bill, apologizing for errors if necessary, and knowing the appropriate non-verbal behavior to maintain the respect of the customer [2-4].

After studying these areas, students need to be introduced to the other aspects of hotel management, including security, building maintenance, accounting, personnel, and sales. It is especially important to have students complete listening exercises in these areas, such getting specific information concerning numbers, dates, and times.

Finely students need to practice some of the language used dealing with customers who are leaving the hotel. They especially need to practice handling customer complaints and the payment of bills. For example, a student can business role play a guest asking the front desk clerk about the bill, using an expression such as

„Ich fürchte, dass das nicht sehr richtig ist!.../Da muss ein Fehler vorliegen“.

The front desk clerk might respond with statements such as

"Das ist kein Fehler. Wir bedauern dies sehr... /Es ist klar,..." [1, 5 - 9].

Communication activities give students practice in using the language under controlled conditions. These activities develop fluency. To help students to speak on different topics, teachers may give them topical patterns if it is necessary, so all the students can be involved into conversation, especially in mixed ability groups. Then they can transfer the patterns on their topics.

The problems of meaningful speaking are in asking for information, breaking in, presenting the information in order to define the main problem, expressing negative attitude politely, saying tactfully, changing the subject, guessing, expressing arguments, etc.

To teach dialogical speech in second language is difficult as a dialogue needs alternate use of students' abilities to understand the speaker and then to express their own thoughts and ideas.

Another difficulty in dialogical speech is that a student should not only react but also give a stimulus in his turn for his companion. Other way it will be only a series of questions and answers, and the dialogue will be far from natural one.

Dialogue plays a central role because it is a medium through which participants are able to share their conceptions, verify or test their understanding, and identify areas of common knowledge or of difference.

Before working on the article we analyzed the works of modern Ukrainian and foreign specialists in German as second language teaching.

The most common notion in the literature studied is that for mastering any language it is necessary to develop speech skills through different training exercises and speech practice.

As a result of the work we expect the students will be able to participate successfully in dialogues and conversations on the topics based on the materials of the authentic text book. We designed a set of special exercises focused on developing speaking skills.

The teacher can include these exercises into every unit. To control students' speaking skills we made up assessments with certain criteria for evaluation.

As a result of our work we've got supplementary materials to be used by teachers if they face the same problem. They can use these materials in whole or partly or vary them. The ideas of our exercises:

- board games,
- guided dialogues,
- lexis games, etc)

The more the students speak in the lesson, the better the lesson is organized. We piloted all the material in our groups. The students had positive reaction on the exercises and the activities suggested and did the tasks willingly. To finish every unit the students were offered the speaking assessment. All of them coped with it successfully. We also asked them to fill in the questionnaires and got positive response. Thus we can consider the product of our work to be helpful in developing speaking skills in second language.

Success in language learning can be measured in two ways: likelihood and quality. First language learners will be successful in both measurements. It is inevitable that all first language learners will learn a first language and with few exceptions, they will be fully successful. For second language learners, success is not guaranteed. For one, learners may become fossilized or stuck as it were with ungrammatical items. (Fossilization occurs when language errors become a permanent feature). The difference between learners may be significant. Finally, as noted elsewhere, L2 learners rarely achieve complete native-like control of the second language.

As we emphasized in the preceding chapter, extensive research into learning strategies reveals the importance and relevance of this instruction for language students. However, as experienced teachers, we know that incorporating a new approach into our instruction is not an easy task.

The "Task-Based Learning Strategies" focus on how students can use their own resources to learn most effectively. We have divided them into four categories that are grouped by the kinds of resources students already have, or can get, to help them complete specific tasks. By focusing students' attention on their resources, we emphasize their ability to take responsibility for their own learning. The four categories are:

- Use What You Know
- Use Your Imagination
- Use Your Organizational Skills
- Use a Variety of Resources

Within each of these four groups, you will find specific strategies that are examples of what the students can do with these resources to help them learn.

Looking through the strategies, you might think that people use learning strategies one at a time and that learning strategies are clearly delimited in function and in use. Reality, of course, is never that simple. Many learning tasks are accomplished using a number of different learning strategies, sometimes simultaneously and sometimes in sequence. However, teaching learning strategies one-by-one, giving each one a name and a definition, and using examples, gives you a way to talk to your students about thinking and learning. It gives the students a way to talk to themselves about their own thinking. You develop a common vocabulary that will then allow you and your students to talk about how to choose and integrate strategies for different kinds of language learning tasks.

Important reasons for teaching learning strategies in the foreign language classroom include the following:

- Strategic differences between more and less effective learners have been documented through research in both first and second language contexts. Better learners have greater metacognitive awareness, which helps them select appropriate strategies for a specific task.
- Most students can learn how to use learning strategies more effectively.
- Many strategies can be used for a variety of tasks, but most students need guidance in transferring a familiar strategy to new problems.

- Learning strategies instruction can increase student motivation in two main ways: by increasing students' confidence in their own learning ability and by providing students with specific techniques for successful language learning.

- Students who have learned how and when to use learning strategies become more self-reliant and better able to learn independently.

University-level language learning involves higher, more demanding skills and tasks such as reading a novel, analyzing a poem or story, listening to lectures, or writing a research paper. Learning strategies can help students meet these demands. For example, when faced with long-term assignments, students benefit from planning their time and organizing the assignment into small tasks. In addition, students can share ideas and check their work by cooperating with classmates. Students can use graphic organizers to prepare for the assignment and present and/or illustrate the information efficiently. Finally, college-level language learners can use appropriate information sources such as reference materials, models, and the Internet to complete difficult assignments and even take their work a step further.

Instructors expect students to work independently and be responsible for their own learning. Learners are therefore challenged to manage their language studies in a variety of ways. Strategic learning encourages students to take that responsibility and reflect on their own thinking process as well. For instance, learners who are aware of effective learning practices monitor their progress and evaluate their performance and achievement. Students who have a repertoire of strategies at their disposal can make sophisticated learning decisions.

Understanding the language learning process will encourage students' acquisition and critical analysis of language learning issues. Learning strategies instruction gives instructors and students the opportunity and vocabulary to talk about the learning process in the target language.

Extensive language learning resources are available to both instructors and learners at the university level. Traditional language labs have become multimedia centers that provide software and Internet practice. Teacher Assistant and peer tutoring opportunities are available in most language programs. Also, many language departments house target language libraries and reading rooms. Language clubs host films, speakers, and cultural outings. Lastly, foreign exchange programs allow students to experience the target culture and learn the language in immersion setting. Strategic learners can take advantage of these information and practice sources. Teaching students learning strategies will help encourage them to access and use varying educational opportunities.

Conclusion

Oral speech should be always stimulated and encouraged. Sometimes during our lessons we try to develop communicative skills through the exercises directed to memorizing and grinding the words, paradigms and grammar rules but we also should pay attention to training the components of communication, not only by translating some speech patterns from one language to another. There are dialogues offered by the text book which are recommended to be learnt by heart. Students learn them like a poem and then it turns out they can't use the same models in their spontaneous speech.

We don't give due attention to substitute and transforming exercises. That's why the students have some difficulties in using the speech items they have learnt in communicative patterns. Such types of activities don't lead to activating speaking skills.

For developing spontaneous communicative skill students need a series of synthetic exercises which can reproduce communicative model in the required situation or context.

Training in such a way takes students through a number of hotel and restaurant routines, beginning with telephone inquiries and reservations and ending with the payment of bills, queries and farewells. So, the communicative approach to developing intercultural competence of future specialists in the service sphere (German after English) is vital for present-day professional education.

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