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TEACHING STUDENTS-ANGLICISTS THE COMMUNICATIVE STRATEGY "ACTIVE LISTENING" IN CONFLICT SPEECH SITUATIONS

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Abstract. *In this article we study the problem of teaching students-anglicists the communicative strategy "active listening" in conflict speech situations. To achieve the purpose of realizing the problem that is set, firstly, we grounded the necessity of integrating the linguoconflictologic aspect of knowledge into English Language Classes in higher educational establishments and, secondly, we showed the efficiency of integrating the number of techniques and algorithms of the communicative strategy "active listening" on the basis of national and foreign scientists' work analysis into practical English Language Classes among the 3^d course students of "Language and Literature (English)" specialty of the faculty of foreign languages.*

Keywords: *the communicative strategy, "active listening", conflict speech situations, integration, practical English Language Classes, the 3^d course students, "Language and Literature (English)" specialty, the faculty of foreign languages.*

Introduction. Recently, at the turn of the century, the process of integration, which manifests itself in the synthesis of knowledge of interrelated disciplines, has developed actively. For example, linguoconflictology, which emerged from jurislinguistics – the section of linguistics, which was created by the doctor of philological sciences, Professor Golev M.D., the linguist. Linguoconflictology is the section of linguistics which studies linguistic (speech) conflicts.

The process of integrating the linguoconflictologic aspect of knowledge into English Language Classes in higher educational establishments is very timely and necessary, because a teacher faces different conflict situations during the teaching and educational process, therefore he/she must master communicative strategies for timely and competent prevention and resolution of conflicts.

Short review of the topic publications. The questions of linguoconflictology were studied by different scientists, linguists, lawyers, psychologists (Arutyunova N.D.; Gorodetskiy B.Yu.; Kobozeva I.M.; Grice P.; Golev N.D., Yermakova O.P., Zemskaya E.A.; Iliyenko S.G.; Nikolayeva T.M.; Paducheva E.V.; Pocheptsov G.G.; Sedov I.V.; Shalina K.F.; Shiryayev E.N. and others.). On the basis of analysis of their researches it is possible, to conclude, following M.D.Golev's [1] point of view, that language, and, exactly, speech (products of speech activity), if one is not able to use it correctly, is very much conflicting and may provoke a conflict or escalate it. And although already a lot of researches were undertaken in the field of linguoconflictology, but its practical use has been not yet sufficiently elucidated - teaching students different knowledge, skills and abilities in the field of

linguoconflictology that will help them both in professional activity and in everyday life. For example, mastering communicative strategies in conflict speech situations with the purpose of prevention and resolution of conflicts.

The purpose of the given article is in showing efficiency of integrating the techniques of the communicative strategy "active listening" into practical English Language Classes.

The account of the principal material of the article. With the purpose of integrating into the educational process the linguoconflictologic aspects of communicative strategies which a teacher-philologist must master in his/her future professional activity, to be able to prevent conflicts, to avoid conflict aspects in his/her speech and to construct, to channel a dialogue towards constructive discourse, foremost, with students, and also with their parents, with colleagues, with administration, and others like that, we integrated a complex of exercises into practical English Language Classes among the 3^d course students of "Language and Literature (English)" specialty of the faculty of foreign languages, on the basis of national and foreign scientists' work analysis (Golev N.D.; Murayeva N.V.; Sidorenko E.V.; Teplyakova C.G.; Fedorova L.; DeVito J.; Donohue W.; Grice H.P.; Klot R.; Keami D. Lewis; Pilsitz L.; Shapiro D.; Shapiro S.; Withers B.). They are aimed at teaching students-anglicists the communicative strategy "active listening" in conflict speech situations and were selected by their subject-matter according to the general theme of the cycle of English Language Classes of one of the modules.

Due to those exercises students studied how to find the ways of resolving problems of communication: to be able to listen to the person, with whom they talk and through active listening, to ask different types of questions correctly.

Foremost, the 3^d course students were offered the game "And suppose, what you are thinking about..." at one lesson of the cycle of English Language Classes of the module "Man and Nature". That game was chosen with the purpose of receiving the feed-back and verbal information was given in it. That exercise was completed in groups of four students. Every participant was to appeal in turn to other members of his/her group with the words: «It seems to me, that you think, that I, while speaking...» Complication of that task was in the following: a student was to look at himself/herself through the eyes of others and say, what qualities, special features are seen in him/her exactly by others. The student addressed, had to answer, with which statements he/she agreed, and with which didn't. In doing so it was not needed to add anything else, in order to make clear his/her thoughts about the student, it was necessary only to agree or disagree with his/her words. Then participants took turns. Consequently every member of the foursome had to collect the feed-back from all the participants of his/her group.

After that exercise, students admitted that, at first, it was difficult to look at himself/herself through the eyes of others and specify one of his/her not very pleasant characteristics (because it is easy to specify pleasant ones) in the intercourse, and were, sometimes, indeed surprised by the feedback concerning their characteristics got from some students who surrounded them. Students tried to ask questions connected with agreement or disagreement of the students who surrounded them with their vision of his/her characteristics.

It was emphasized that [2, p.77] active listening assumes mastering the abilities of self-expression and action, as it was active – not passive listening. Therefore, training the ability to hear and understand, we train the ability to express our thoughts and feelings and abilities to embody them in actions. Active listening is aimed at formulating and meeting communicative challenges. Methods of active listening help the listener to focus on his/her partner, "to get talking", to hear and understand him/her. But, as it was noted, such a favourable result was possible only in case when an active listener not only knows the proper communicative technique but also applies it correctly.

Students agreed that a teacher who often faces conflict situations during the teaching and educational process, needs to master skills to hear and understand surrounding people for better perceiving the information, vision of the problem which arose up, from different sides with the purpose of its resolving and by that to prevent conflict which might arise up, or with the "less losses" to resolve conflict, if it has already broken out. Then the following exercise was offered to the students: "Ability to listen". During the exercise, the instruction was given to 5-7 volunteers from the group: "You will be invited into the room. A small text will be told to each of you. Your task is to listen to the text attentively and to endeavour, if possible, to memorize it word for word and retell it to the next participant. A text is told one time. A teller cannot answer questions".

After being instructed, volunteers came out of the room. The role of observers was given to other students, with the task to see to the loss of information.

The first volunteer was asked to come in and to listen to such a text: "In a popular magazine «Round the world» for 1972 there was an interesting article that Australian aborigines had a popular belief: if one breaks partly the branch of eucalyptus at dawn, a messenger, that went the day before, will get back with good news."

After listening to the text entered another volunteer to whom the first volunteer was to retell the text. The exercise was completed when all volunteers listened to the text retold by the previous person and then retold it to the next person in their turn.

After fulfillment of the exercise there was conducted a discussion of how information changed in the process of transmission (it was lost, distorted or, vice versa, was complemented). Observers and students admitted that by no means all the volunteers memorized the content of the text very attentively that was the reason why it was surely lost, distorted or, opposite, was complemented.

This exercise gave a stimulus to the students to become interested with the techniques of active listening, in which it was important not only to listen to an interlocutor passively and to concentrate on the information that was heard, but to be able to ask a question correctly for the best understanding of the information that was heard. Therefore during the following English Language Class of the module the first presentation of "The technique of active listening" was presented to the students.

Presentation 1

THE TECHNIQUE OF ACTIVE LISTENING

Stages	Actions	How to do it
1. “uh-huh” - utterance	Non-verbal support of an interlocutor, «uh-huh» - utterance, nods, position for listening, «yes-yes, certainly», contact of eyes.	
2. THE METHOD “MOON”	One of interlocutors’ word for word repeating the substantive provisions expressed by the other.	<ol style="list-style-type: none"> 1. Insert quotations from the partner’s utterances in your own phrases: - Consequently, you consider (then the quotation itself). As far as I understood you... (then the quotation itself). 2. Repeat the partner’s last words. 3. Repeat with the interrogative intonation partner’s one or few words.
3. THE METHOD “CLARIFICATION”	You ask to specify separate positions of interlocutor’s utterances. You express supposition about the real meaning of the said or about reasons and aims of interlocutor’s utterance.	Do you, probably, mean..? Do you, probably, tell it because..? You might have wanted that..?
4. THE METHOD “PERIPHRAISIS”	<p>On this stage it is needed to try fully to get rid of one’s own emotions and estimations, to leave them later. In doing so it is possible to use such introductory phrases, as:</p> <ul style="list-style-type: none"> - You speak (you think, consider) that... - It means that your doubts are in the following ... - Consequently, your principles show that ... - So, you assert ... - Your thought is in the following ... - You expressed it so that ... - Your words are such ... - Consequently, you are interested ... - The most important criteria of the choice are... 	Try to formulate laconically what was said by a partner. Follow partner’s logic, instead of your own logic.

Different stages of that technique were represented in it [2]: 1) “uh-huh” - utterance; 2) the method “Moon”; 3) the method “Clarification”; 4) the method “Periphrasis”.

Three phases of listening were also accounted for:

- the first phase – to give possibility to an interlocutor to express his/her position;
- the second phase – to make sure, that you adequately understood an interlocutor;
- the third phase – to express the point of view concerning the information that was heard, to sum up.

After the presentation and explanation of phases of listening, a few exercises were conducted with the purpose of working out the methods which were considered.

When the exercise was presented "This is well, and this is bad" (working out the method "Moon"), the following instruction was given to the students: "I offer now to consider this pen to be a stick with two poles. This cap of the pen is white, it will mean "Well", this side of the pen is black, and therefore this cap will mean "Bad". If a pen is upturned by a white cap up, one should say "well", if black - it is "bad". For example, I have a pen upturned by a white cap upwards. I say: "We should always think about nature-man relationship because we should be environment-conscious to foresee the ill-effects of unrestricted industrialization and urbanization". Now I pass the pen to the next student and upturn the pen by a black cap upwards. A student must repeat the ending of my phrase after the word "because", and then explain why it is bad. For example: "We should be environment-conscious to foresee the ill-effects of unrestricted industrialization and urbanization, and it's bad because I'm not an environment-conscious person". Then a student upturns the pen by a white cap upwards and so on.

While summing up the effectiveness of the exercise a question was asked: "What was more difficult - to make up one's own phrase or to repeat another person's phrase?" Students admitted that it was difficult when they had made an attempt to connect repeating a previous participant's phrase with their own continuing it.

While fulfilling that exercise it became clear to the participants that repeating helps to be concentrated on the words of an interlocutor and to win time for one's own answer. Thus repeating your partner's words does not necessarily mean, that you agree with him/her.

During the following English Language Class of the module another exercise - "Periphrasis" was presented to the students (with the purpose of working out the skill to convey the essence of the said by words). Students were divided into 3 teams, each of them got one of phrases, which they were to reword (using their own words), not distorting the essence of the phrase. After one team's presenting their own rewording, other two teams were to guess what the original phrase was. The lines of one Christmas song were given as an example: "Dashing through the snow On a one-horse open sleigh, Over the fields we go, Laughing all the way; Bells on bob-tail ring, Making spirits bright, What fun it is to ride and sing A sleighing song tonight". This phrase could have such a periphrasis: "Over the fields we go, Laughing all the way; Bells on the ring of the bob-tail, moist spirits, What fun it is to ride and sing tonight a sleighing tune".

The participants were given some phrases, which they were to reword and then to present them for consideration by other students, for them to guess, what the original phrase was. Examples:

1. "I only feel angry when I see waste.
2. "The Earth is what we all have in common."
3. "Progress is impossible without change, and those who cannot change

their minds cannot change anything.” 4. “Time spent among trees is never time wasted”. 5. “A well-developed forest will not miss a useful tree that is felled.”

After fulfillment of the exercise, participants agreed that sometimes, though with the purpose to prevent conflict which can be caused by errors in speech of one of interlocutors, for example, through a wrong question, it may be difficult to reword one’s own question or phrase, not to mention an interlocutor’s phrase. Also one person can reword another person’s phrase in such a way, that all the essence of the original phrase will be lost.

So students admitted that teachers’-to be must master that mode as one of the ways to prevent conflicts that might be caused by original harsh or rude phrases.

During the following English Language Class of the module the second presentation of "The Algorithm of active listening" was presented to the students.

Presentation 2

THE ALGORITHM OF ACTIVE LISTENING

Stages	Actions	Examples
Step 1 Silent listening	<ul style="list-style-type: none"> - to “turn on” attention; - not to interrupt; - not to diagnose; - to reflect interlocutor’s emotional state. 	<p style="text-align: center;">with the help of:</p> <ul style="list-style-type: none"> - (“uh-huh” - utterance); - benevolent intonations, - encouraging phrases, “well, well”.
Step 2. Clearing up	<ul style="list-style-type: none"> - to ask a question; - word for word repeating smth. heard (numbers, names ...) (the method “Moon”); - to paraphrase smth. heard by one’s own words (method “periphrasis” - to convey briefly the essence of an interlocutor’s utterance). 	<ul style="list-style-type: none"> - "What/where/when/ exactly...?" - “Have I understood correctly that ...?” - “In other words, you consider...”
Step 3. Summing up	<ul style="list-style-type: none"> - to sum up interlocutor’s basic ideas; - to show empathy, that is understanding (instead of acceptance) interlocutor’s position/point of view. 	<ul style="list-style-type: none"> - «Thus, the reason of your appeal is that ...» - «It is so clear ...» - «Everybody may face it» - «I think, I’d also...» - «I understand the reason of your dissatisfaction»

Different steps of active listening were presented in it [2;7]:

1) silent listening; 2) clearing up; 3) summing up.

The algorithm of active listening presented in the second presentation was worked out in the exercise with the same title "Working out an algorithm".

The following task was set before the students: each of the participants was to think over a conflict situation concerning the weather forecast incorrectly made by a young employee of hydrometeorological centre in a city of one country, which cost the lives of some people. Then a group was subdivided into pairs and every pair worked out the situation (one student suggested a conflict situation, the other worked it out with the help of the algorithm of active listening). Then they took turns. All pairs were to work simultaneously.

After fulfillment of the exercise, the following conclusion was drawn: when you use the technique of active listening you begin to hear an interlocutor and there appears a possibility to understand him/her. And there is one step from understanding to solving the problem.

All the techniques and algorithms of the communicative strategy "active listening" in conflict speech situations were presented explained and worked out in practice during the cycle of English Language Classes of the module "Man and nature".

Conclusions. As the presented exercises aimed at teaching students-anglicists the communicative strategy "active listening" in conflict speech situations appeared effective proved by tests (80% of successful fulfillment) which were conducted upon the completion of the module, it is possible to assert that integration of techniques of the communicative strategy "active listening" into practical English Language Classes appeared successful and needs follow-on researches and development.

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