



THE EFFECT OF DIALOGUE IN THE PROCESS OF LEARNING BUSINESS ENGLISH

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Abstract

Purpose of Study: The main purpose of this research was to describe the effect of dialogue in the process of learning Business English. This was experimental research. two experimental and control groups were identified and a pre-test was conducted on their level of proficiency in English. Then, for the control group, English was taught in a normal way and presented for the English language test group using a dialogue. After the end of the course, their English proficiency was examined. The results showed that English language proficiency in teaching through dialogue has been much greater than normal and the difference between the two methods was significant and the English language method was more effective than the dialectic method.

Methodology: This was experimental research. At first, two experimental and control groups were identified and a pre-test was conducted on their level of proficiency in English. Then, for the control group, English was taught in a normal way and presented for the English language test group using a dialogue. After the end of the course, their English proficiency was examined to determine if English language education would affect English language learning through dialogue. To investigate these results, covariance analysis method was used.

Results: Results showed that English language proficiency in teaching through dialogue has been much greater than normal. To determine if this difference was statistically significant, the covariance analysis test was performed and the results showed that the difference between the two methods was significant and the English language method was more effective than the dialectic method.

Implications/Applications: The results of this study can help to teach English both in private institutions and in schools but in order for the teacher to build on the English language learning process based on the dialogue, the teacher should create an environment in which all students can be expressed, and no student is ashamed of the level of ability and fluency in English.

Keywords: English Language, Dialogue, Business, Higher Educational Institution

INTRODUCTION

Education is the establishment of a relationship between the teacher and the student for cognitive, emotional and social development, however, in the educational environment between the student and the teacher. Monologue-based education transforms the teacher into absolute power and the student must approach the teacher with respect and always follow his distance. Monologue-based education lacks a human and cognitive relationship, in which the student's presence as an active person is not accepted or endorsed. To escape from such an education, teaching strategies - learning in the classroom is necessary to lead to dialogue-based learning. In a dialogue-based education, the teacher is only an active participant and there is no hierarchy between the teacher and the students. The dialectical learning process is based on a free relationship, and participants are well listening to each other, no one imposes their own views on others, and contributors refrain from prejudging Each other ([Soodmand, 2014](#); [Saeedi, Mousavi Nasab, Mehdi ZadehZareAnari, Ebrahimi, GorganiNezhad, & Divsalar, 2015](#); [Luo et al., 2018](#)).

Since education without a relationship is not meaningful, communication with students is very important. But in educational systems, despite the introduction of new educational ideas and the relatively good human resource training, educational programs have not yet been able to fundamentally change in the area of teaching-learning strategies. Educational centers are still busy with memory as they used to be, and less self-directed towards new teaching and learning strategies. Participatory learning through dialogue is not a new idea in the history of the philosophy of education. Earlier philosophers such as Socrates and other later philosophers, such as Bober and Freire, talk about education as a dialogue. Typically, in work-based instructional models, and the teacher has a role for a person, not a speaker, it can be referred to as the Dialogue Learning Dialogue ([Rokni, 2014](#); [Sears, \(2018\)](#)).

Given the cultural and individual differences between humans, dialogue can play an effective role in education. A good school is a place where dialogue is used to deal with different issues. Dialogue leads to the improvement of democracy and the formation of social activities among people in the classroom and, in the process of cognitive development of students, helps to create the preservation and creation of social reality in the educational environment. Dialogue in the first education is formed internally in the mind of the teacher and in general and then interacted with each other. With the help of dialogue, the art of listening and responding between the teacher and the general, the art of living and living together, the art of respecting and confirming the presence of others, and the art of suspending judgment and thinking in a group in the presence of a person. Through the help of critical thinking and meaningful search for a dialogue, the dialogue provides a platform for discovering the new meaning of the world. In classroom dialogues, learners and instructors put all their experiences and knowledge on the table, and everyone learns from each other. In class-based dialogs, he teaches both the teacher and the students, both individual students and the group. The dialogue learning experience is not the same as the sum of individual learning experiences, but more than individual experiences. Therefore, the dialogue can be considered as one of the most comprehensive teachings and learning strategies in the participatory education system ([Shams, 2008](#); [Escobar, EdisonStiven Castro. 2018](#)).

Dialogic Teaching means using talk most effectively for carrying out teaching and learning. Dialogic teaching involves ongoing talk between teacher and students, not just teacher-presentation. Through dialogue, teachers can elicit students every day, common sense perspectives, engage with their developing ideas and help them overcome misunderstandings. When students are given opportunities to contribute to classroom dialogue in extended and varied ways, they can explore the limits of their own understanding. At the same time, they practice new ways of using language as a tool for constructing knowledge. ([Duvernay, 2009](#); [Dalir et al., 2014](#)).

As far as the teaching of English is concerned, modern language teachers have seen the emphasis placed on the aural-oral method. This tendency has arisen as a reaction against the "grammar method" or the memorizing of "rules" as a vehicle for learning a foreign language. This reaction has been reinforced by the great strides made in linguistics in the last fifty years from which many methods and techniques now being used in the teaching of English as a second language have been drawn. Without fear of being altogether wrong, we can say that some of the principles on which the new methods and techniques are based can unquestionably be found in the teaching device called the dialogue ([Sadi, 2013](#)).

A dialogue, as we usually understand it, is a natural conversation to be presented either orally or in writing, practiced, and drilled in class. The essential principles of colloquial usage can be attained in a most satisfactory way through the dialogue. The process involved is the same as that used by the child when he is learning his mother tongue (though in this case through artificial means): listening—the hearing of certain speech patterns in connection with related situations—understanding, repeating, and natural production ([Tachinbana, 1996](#)).

Speech is transmitted through basic patterns, which are, in turn, the ones that contain the grammatical structures of the language. All these structures, or at least most of them, can be effectively taught through carefully graded dialogues, provided that there exist a contextual relationship among the structures. The repetition of the conversation leads to the formation of speech patterns as habits. The dialogues aim at enabling the students to use the patterns of the foreign language, within certain vocabulary limits at an average speed of delivery, in a lifelike situation. It is in this situational atmosphere that the students can express their own emotions and feelings, and show interest in and cooperation with the class. In this way, the learning process becomes easy, "natural" and, consequently, it avoids strain. In other words, it will stimulate the students to further effort. As a language is spoken by a group of people living within a certain geographical area, and as these people have their own traditions, customs, values, and ways of living, it is of great importance to teach the cultural content of the language. This should be done even if we are teaching the language only as a tool and not necessarily as a cultural experience ([Aburabia, 1996](#)).

These are dialogue's achievements; To allow a complete beginner, within two weeks, to communicate in a foreign language, or to inspire vast improvements in speaking levels for an advanced speaker. Though of relatively recent origin, this method has become the reference standard for language learning. The dialogue program stresses an individual approach. Many schools promise just this, but dialogue delivers on the promise, structuring as a matter, of course, everything around the needs and goals of the student. Lesson thematic subject matter is always relevant to the student's life, profession, range of interests, and the student ability to apply vocabulary in the real world. In fact, with the goal of motivating through empowering, dialogue gives the student tasks to accomplish, objectives to attain ([Shams, 2008](#)).

METHODOLOGY

This was experimental research. At first, two experimental and control groups were identified and a pre-test was conducted on their level of proficiency in English. Then, for the control group, English was taught in a normal way and presented for the English language test group using a dialogue. After the end of the course, their English proficiency was examined to determine if English language education would affect English language learning through dialogue. To investigate these results, covariance analysis method was used.

RESULTS AND DISCUSSION

At first, a package was developed for teaching English in dialogue (see Table 1).

Table 1: English Language Learning Package with Dialogue Method

| | Exercise no.1 | Exercise no.2 | Exercise no.2 |
|---------------|--|---|---|
| First level | Listen to the dialogue without text | Listen to the dialogue using visual support | Listen to the individual remarks |
| Second level | Read the role dialogue | Read the dialogue with the missing words | Read the dialogue, relying on keywords |
| Third level | Restore the dialogue, relying on the words | Translate the dialogue | Fill in the blanks in the dialogue cues |
| Fourth level | Expand brackets in dialogue cues | Play the dialogue from the board or cards | Play the dialogue, restoring individual |
| Fifth level | Reproduce the dialogue | Reproduce the dialogue | Reproduce the replicas of the interlocutors |
| Sixth level | expand the remarks in the dialogue | Transform the dialogue | Make a dialogue by analogy |
| Seventh level | Make a dialogue on one topic | Make a dialogue based on the topic | Create a thematic dialogue |

After the pretest was performed, the training of the experimental group began on the basis of this package, which lasted six months, while the control group was learning English in the normal course and at the end of the post-test.

Table 2: Pre-test and post-test were two control and experimental groups

| | Group | Mean | Std. Deviation | N |
|-----------|-------------|-------|----------------|----|
| Pre-test | control | 11.87 | 4.340 | 15 |
| | examination | 12.54 | 2.446 | 15 |
| | Total | 12.37 | 3.499 | 30 |
| Post test | control | 17.40 | 3.795 | 15 |
| | examination | 26.00 | 1.648 | 15 |
| | Total | 22.70 | 3.975 | 30 |

Table 3: Covariance Analysis for the Effect of English Language Education through Dialogue

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | Partial Eta Squared |
|-----------------|-------------------------|----|-------------|-----------|------|---------------------|
| Corrected Model | 928.822a | 1 | 928.822 | 9.256 | .003 | .545 |
| Intercept | 5678818.792 | 1 | 5678818.792 | 56593.152 | .000 | .997 |
| Group | 928.822 | 1 | 928.822 | 9.256 | .003 | .545 |
| Error | 19767.892 | 27 | 100.345 | | | |

As the results show, English language education has taken place in both regular education and in-class education. But what is clear is that English language proficiency in teaching through dialogue has been much greater than normal (see Table 2). To determine if this difference was statistically significant, the covariance analysis test was performed and the results showed that the difference between the two methods was significant and the English language method was more effective than the dialectic method (Table 3 see).

The dialogue helps the student actively participate in the process of learning English. In fact, the dialogue is not the only transfer of information and knowledge from one person to another. Rather, the dialogue is part of the process of communication in which the two individuals create new meanings. Doing a dialogue in learning English will increase the understanding and understanding of English.

In order for the teacher to build English language education based on dialogue, the teacher should review all components of the teaching. In fact, the move towards teaching English based on dialogue requires a complete rethink of the teacher's knowledge, insight, and educational skills. Many teachers do not attempt to communicate between students and English. They do not think communication is an important issue in the process of teaching English. In other words, many teachers are unaware of the fact that, until there is no relationship between the student and the English language, learning is not realized.

Some teachers, in their experience, admit to the fact that students do not have the capacity to communicate with English. From their point of view, students cannot, or have the capacity to enter the English dialogue, for the sake of nurturing native language. Then that opportunity is given to these people, instead of using it, discourages students. The separation of learners from English-language dialogues leads to a complete separation of learners from the English language and creates a learning disability. It seems that the most important factor in the failure to realize the learning of English is dialectic, inexperience, and lack of teacher skills and abilities.

CONCLUSION

In order for the dialogue to be effective in teaching English, its role in learning English needs to be transformed. Indeed, it is not possible to conduct a dialogue at times in which the teacher has an authoritarian role. Of course, the use of the dialogue in the education process does not mean that there is always an agreement between the teacher and the student or student with the student, and because of the trust of each other, the dialogue is all pleasurable and sympathetic. There is no difference of opinion. The dialogue in teaching English is also no exception. In other words, participants in the English Dialogue process should not have the fear and fear of asking questions and expressing their thoughts. In order for the teacher to build on the English language learning process based on the dialogue, the teacher should create an environment in which all students can be expressed, and no student is ashamed of the level of ability and fluency in English. In this case, the teacher will have the lead in trying to establish effective communication between the students and the English language dialogue process.

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