

Секція: ОСВІТА ТА ПЕДАГОГІКА

**TEACHING SPOKEN ENGLISH WITH THE HELP OF
PARALINGUISTIC MEANS**

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**НАВЧАННЯ РОЗМОВНОМУ АНГЛІЙСЬКОМУ ЗА ДОПОМОГОЮ
ПАРАЛІНГВІСТИЧНИХ ЗАСОБІВ**

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With the development of economic relations among different countries the necessity of learning the English language as the main means of communication is growing. Now it's so important to speak, understand English – the language which is used by the majority of the peoples. Actuality of this work is based on the contradictory facts in the methodology : from one side – there are a lot of works devoted to teaching spoken English, from the other side – we have rather low level of students' competence in it.

As we know, communication is characterised as the process of interaction two or more people with the purpose of passing and acquiring information, exchanging with it. This interrelation can be performed with the help of communicative means of linguistics and paralinguistics. Observing the process of oral communication we can single out the means which are used for understanding and speaking. According to A. Megrabyan's research 55% of information we get with the help of paralinguistic means, 37% of information - from the voice and only 7% of information – from

words [2]. This fact shows the importance of the use of the paralinguistic means. Under the term “paralinguistic means” after G. V. Kolshanskiy we understand such functionally justified manifestations of the physical state of the communicator which accompany the speech utterance and influence its structure [1].

There are a lot of classifications of paralinguistic means. One of the most complete is the classification of M. Argyle. He distinguishes such as : bodily contact, proximity, orientation, appearance, posture, head nods, facial expression, gestures, looking, non-verbal means of communication [3]. It was taken into account in this work.

Let's try to characterize these means. As a rule we start our conversation with eye contact. As far as we know, the eyes and look are the most consequential means of non-verbal communication. Open eyes show high level of comprehension. Direct glance addressed to the partner demonstrates interest, confidence, readiness for direct interaction. The look from aside gives evidence of distrust. The look from below shows aggressive readiness for actions or for submissiveness. The look from above marks the sign of naughtiness[4].

The next paralinguistic means is the facial expression or mimicry. We use mimicry as soon as we see the person with whom we want to speak. Smile is the lightest (in physiological plan) paralinguistic means of communication, because it expresses the joy with the help of one muscle, for expression other emotions 3 or 5 muscles are used. In English speaking countries the smile is the sign of culture, the sign of tradition to demonstrate that they don't have aggressive intentions.

The next means is the distance which the communicators choose during the conversation. The distance between the speakers is determined by the structure of communicative act, age, gender, the state of health. E. Hall distinguished 4 space zones, which Americans use in different situations: intimate zone (15 -46 cm.). Only close people can penetrate into it, if the stranger passes through it no conversation will be possible. Personal zone is from 46 up to 120 centimetres. This distance separates people from each other during official receptions. The social zone includes 120 – 360 centimetres. It is provided for strangers. The general zone makes more

than 360 centimetres. Americans use this zone addressing to large group of people [6]. If the person breaks the intimate zone the other communicator will become more exciting, aggressive and it can lead to quarrel.

One of the other important means is bodily contact. This means plays a very great role in conversation. We can single out different functions of contacts. For example, it can be used for attracting attention to something, directing person for doing, touching the speaker's hand for calming him or her, stopping in order to say something significant. Such means as posture says much about speaker. If the communicators sit "face to face" it can provoke rivalry. Sitting near each other stirs up cooperation. The fine mood is often expressed by the light bend of the body forward and on the contrary, the bend backward demonstrates indifference, hostility. If the person holds hands lengthwise this pose is apprehended as the sign of being opened, accessible and ready for communication [4].

The last paralinguistic means is gesture. It was more explored than others. We know that "v-sign" denotes victory, the palm turned to the speaker with its back side designates the offensive gesture "shut up". Knowledge of cultural peculiarities helps to avoid misunderstanding during communication. The Ukrainian when he wants to think makes circular movements of the fingers near the head, in British culture this gesture means "crazy, nutter" [5]. On the contrary, Britains characterising a smart person can knock with index finger at the head, in Ukraine it shows opposite, in such way the Ukrainians speak about the people with low mental abilities. So, we see that the competence in the use of paralinguistic means may improve the whole communication, that is why it's so necessary to teach their application.

The system of teaching the foreign language with the help of paralinguistic means provides some stages. The first one proposes the acquaintance with paralinguistic means (the explanation in rules), at the next stage the students are trained to use them in microdialogues and then in dialogues. At the third stage they are taught to use them in monologues. At the beginning the teacher can give the film with these means and explain their usage, then the students find them themselves in

the extract of the film and interpret the information. After that we can propose such tasks: “Your friend is very nervous, try to calm him. Use paralinguistic means”, “Your boss gave different tasks to do. Enumerate them not to forget”, “You are the head of the department. The workers have done their tasks in perfect way, express your approval”. Further you can suggest such a situation which covers both the dialogue and the monologue: “Imagine that you are at the conference devoted to the development of the economy in Ukraine. During the break you started to discuss the burning problems. Your colleague thinks that reduction of the taxes may raise the economy of the country. You are against it. What branches of economy must be developed first of all? Try to get the information and then be ready to point out the results of your discussion. You are expected to speak about it about 2 minutes. But remember you must sit still without moving during the discussion! What did you feel and what do you want to do? Why? The second minute do the contrary: move, smile, use gestures. What did you feel during the discussion? What did you want to do? What helped you during the discussion?”

It seems to us that the knowledge of paralinguistic means and their use can help find out more about the country the language of which we are learning, develop the skills of spoken English.

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