

Yelena Besedina

Saint Petersburg State University
Faculty of Foreign Languages
Department of English for
International Relations
elivbesedina@mail.ru

ORIGINAL RESEARCH PAPER

UDK 81'42

DOI: 10.19090/mv.2017.8.355-372

Anastasia Dudkina

Saint Petersburg State University
Faculty of Foreign Languages
Department of English for
International Relations
anastasiadudkina@mail.ru

Maria Kopylovskaya

Saint Petersburg State University
Faculty of Foreign Languages
Department of English for
International Relations
m.kopilovskaya@spbu.ru

LEARNING DISCOURSE STRATEGIES FOR INTERNATIONAL RELATIONS

ABSTRACT

The article deals with the issue of facilitating learning the specific features of spoken professional communication for International Relations through discourse analysis. The authors present an EFL methodology solution to the problem of teaching ESP to International Relations students based on a strong determination to use the latest advancements in linguistics, i.e. discourse analysis for the purposes of ESP teaching at the university level of education, namely the bulk of linguistic research into the rhetoric of discourse strategies. The paper considers the very concept of discourse and discourse strategies, provides examples of discourse strategies used by IR VIP persons in publicly open interviews on TV and outlines the methodology applied to structure the educational process to help students use their linguistic knowledge to achieve efficiency in spoken professional intercultural communication.

Keywords: English for International Relations, professional intercultural communication, discourse strategies, learning discourse strategies.

ДИСКУРЗИВНЕ СТРАТЕГИЈЕ УЧЕЊА ЗА МЕЂУНАРОДНЕ ОДНОСЕ

АПСТРАКТ

Рад се бави питањем олакшавања учења посебних форми говорне професионалне комуникације за међународне односе кроз анализу дискурса. Из призме наставе енглеског језика као страног, аутори представљају методолошко решење проблема учења језика струке за студенте међународних односа. Ово решење заснива се на употреби најновијих достигнућа у лингвистици, тачније принципа анализе дискурса у сврху наставе језика струке на универзитетском нивоу образовања, који почивају на обимним лингвистичким истраживањима реторике стратегија дискурса. У раду се разматра сам концепт дискурса и дискурзивних стратегија, дају се примери дискурзивних стратегија које користе веома важне особе у области међународних односа у јавним отвореним интервјуима на ТВ-у и истиче се методологија која се примјењује на структурисање образовног процеса како би се студентима помогло да упосле своје лингвистичко знање ради постизања ефикасности у говорној професионалној интеркултуралној комуникацији.

Кључне речи: енглески језик за међународне односе, професионална интеркултурна комуникација, комуникација, дискурзивне стратегије, учење дискурзивних стратегија.

1. INTRODUCTION

One of the most widespread problems for theory-based practice, and the EFL methodology is not an exception, is the yawning gap between theoretical breakthroughs that have been made by scholars and the way they have been put to practice. The same gap is observed not only in the sphere of science and the popular use of the discoveries and inventions for the benefit of people, but in humanities as well. Linguists and methodologists seem sometimes be living on different planets. The former forgetting why they conduct research on speech or communication, the latter hardly noticing the new openings to the inside mechanisms of the foreign language system and the nature of speech and communication. So, implicitly, this article was meant to outline one of the attempts to bridge the gap between latest theory and best teaching practices, between linguistics and applied linguistics. To be exact, between the research into

discourse strategies and employing its findings for teaching ESP for International Relations.

The problem of learning discourse strategies appeared as a result of long-time progress of discourse analysis theory, discourse and text juxtaposition and the use of the communicative method in teaching and learning languages within the greater scope of competency-based approach dominating language education in the Russian Federation.

In this paper learning discourse strategies is considered in the context of studying English for International Relations (IR). From the authors' viewpoint, this issue: 1) concerns the very notion of contemporary discourse of IR itself, 2) implies understanding what a discourse strategy is and what linguistic means of communication can be considered as the most efficient ones and, finally, 3) involves the question what methodology can be applied to facilitate the learning of these strategies for higher efficiency in professional communication.

2. DISCOURSE ANALYSIS AS THE THEORETICAL BACKGROUND OF INSTRUCTION

Discourse analysis is sometimes defined as the analysis of language 'beyond the sentence' and therefore contrasts with types of the analysis more typical for modern linguistics which are often concerned with the study of language itself, i.e. the study of structural rules governing the composition of clauses, phrases, and words in any given natural language and includes phonology, morphology, and syntax, complemented by phonetics, semantics, and pragmatics.

To reveal the hidden motivation behind a text and interpret it, the scholars involved in discourse analysis usually consider larger linguistic units, such as conversational exchanges or whole written texts. The recent trend has recently been to conceptualize any discourse within the language use in social contexts, particularly in interaction or a dialogue between speakers.

Most of the research both international (T. Hutchison, A. Waters; T. Dudley-Evans, D. Carver, H. Basturkemen) and national (R. P. Milrout, L. Ye. Alekseeva, L. V. Minaeva, L. M. Feodorova) focuses on studying English professional discourse in various fields of professional activity in English as a means of intercultural communication. The research on discourse in the English language for International Relations, for example, is undertaken with obvious

similarity in overall motifs of researchers of other professional discourses such as Legal English discourse, Aviation English discourse, Medical English discourse to distinguish the specific features of professional language and the changes taking place in it so as to apply it to teaching professional intercultural communication.

The aspect of learning discourse strategies used for International relations gains its importance within the whole scope of development of ESP theory in EFL methodology. Thus, the communicative method predetermines learning language not for the sake of knowing the language system but to be used by the learner as an instrument of communication and is centered upon the concept of communicative competence. Therefore, the notion of discursive competence as a component of communicative competence in a foreign language confirms the importance of studying discourse.

Learning English as a major tool of intercultural communication makes discourse analysis even more valuable for a learner because representatives of different linguistic groups add extra linguistic features to these discourse strategies subconsciously and thus changing its meaningful components.

However, it should be noted that research of discourse strategies is not a brand new phenomenon. It originated as early as in 1980-s within the general discourse analysis studies (T. Van Dijke, N.Fairclough etc.) and manifested the rise of academic interest, when the American linguist John J. Gumperz published the book "Discourse strategies". In Russia it has predominately been seen as an area of research in the sphere of media linguistics (Dobrosklonskaya 2014)

As far as the role of media today has become more important than ever, researchers view discourse strategies used in public media discourse and learnt through good command of the English language as an integral component of the professional culture of any specialist (Yezhova, Samorukov 2011:156).

Another aspect of the issue of learning discourse strategies in the course of English for International Relations stems mainly from the gap between the traditional perception of international relations careers and the real patterns of employment.

This discrepancy can be explained by the fact that the career paths of IR faculty graduates by many are predominantly associated with diplomacy. Consequently, the professional discourse in international relations is seen as oral discourse of VIP public speeches or a discourse of international treaties, agreements or protocols. In fact, what actually happens is that the lion's share of

professional activity of an IR faculty graduate in the beginning of the 21st century is much more focused on informing and analyzing activities and, therefore, lies far beyond the scope of discourse of official documents and monologues of public speeches at crowded halls of political forums. With the development of public diplomacy, the informing function and efforts to gain the minds of the audience impacted the language, brought to life new discourse features and created the grounds for investigations.

At the same time in the course of developing a new educational paradigm of competence-based approach in Russian higher education (Baidenko 2005: 18), and because of the rapid spread of e-learning in Russia (Lvova, Kopylovskaya, Shkapenko T. M. 2015), axiological emphasis has shifted from the value of theoretical knowledge to skills which can be later applied in practice. In ESP for IR the issue to be studied became the language input to be taught for professional use, i.e. the language of professional discourse retrieved by e-media online.

For practical considerations, we considered the discourse strategies observable in 23-24-minute-long political interviews of a TV program. First the idea was to select conversations on the one hand would target both professional and non-professional audience and, on the other, reveal a wide range of discourse strategies. This was also meant to provide the opportunity to see how the strategies work in authentic communication dedicated to international affairs concerns.

HARDtalk programs, which have been chosen to fit the pedagogical goals, presented communicative situations which obliged the IR person to speak his or her mind answering the host's questions with the need to resort to strategies helping them sometimes avoid direct answers to sensitive issues (*topic changes, hedging*) or use the strategies for steering the discourse so that better communicate the message: (*reformulation, discourse planning or backchannelling*).

3. STUDYING CONTEMPORARY DISCOURSE IN INTERNATIONAL RELATIONS

Let us consider the content of international relations discourse in more details to understand the value of it for professional communication which is based on the particular language and rhetoric movements that are of current interest for this group of professionals.

According to discourse classification developed by V. I. Karasik, the discourse of international relations should be categorized as an institutional one. Thus, systemically important characteristics of this category of the said discourse are the aims and participants (Karasik 2000: 6-7). T. A. Volkova assumes that these aims are formulated at governmental and intergovernmental level and provoked by the interests of national security, sovereignty and territorial integrity as well as contributing to the cause of peace and democratic world order. Yelena Vojevoda sees these aims differently maintaining present-day international relations experts work not only for diplomatic missions or the state apparatus of their country, but more often for international organizations (Vojevoda 2013: 40-44). This, according to her, predetermines different goals, audience and, subsequently, language of the discourse, which requires a focused analysis.

As it was already mentioned, learning foreign language for professional purpose is one of the crucial things for university students. If we are talking about diplomats and politicians, it is obvious that they would definitely need discourse strategies to implement hidden motivation and to make their words work.

One can say that intercultural communication discourse is heavily influenced by the national cultures of the communicators, but language education approach which takes into account only those linguistic facts that can be learnt concentrates mainly on those “unspoken rules” of speech behavior that are widely accepted and ensure efficient communication. The more it is true for media representation of IR discourse.

Today much of the text research focuses on aspects of broadcast news, interviews, talk shows, radio conversations etc. Linguists, notably Teun van Dijk in his article “Discourse Analysis: Its Development and Application to the Structure of News”, have revealed a “number of basic principles of interactional aspect of language used in the discourse, such as turn-taking, strategic moves, and everyday story-telling and arguing etc...” (Teun van Dijk 1983: 23).

R. Wodak and B. Busch in their article “Approaches to Media Texts” concentrated on media texts and consider discourse as a form of knowledge and memory. According to them text illustrates concrete oral utterances or written documents. The scholars maintain that “language is not powerful on its own—it gains power by the use powerful people make of it...” (Wodak & Busch 2004:109). Thus, it is in the person’s hands to show in his or her rhetoric the real efficacy and properties of the discourse, which is usually demonstrated through “rhetoric operations”. This implies the necessity of intensive exposure to

speakers' behavior and spotting discourse strategies used in media communication, because addressing the audience through mass media today is crucial for IR global approach, i.e. reaching the minds of millions.

For the benefit of ESP language education investigating media interaction, i.e. mostly dialogues, is more useful for learners of English for International Relations than monologues of public speaking. Speech interaction is a much more complicated process as it involves understanding not only the interlocutor and responding to his rhetoric movements but taking into account absolutely unfamiliar audience sitting in front of the screens and observing the IR person's verbal and non-verbal communication to make judgements. T. van Dijk also underlines the outer characteristics of media discourse, "the media discourse is the manifestation of a complex process in which knowledge, beliefs, and opinions are matched with existing or incoming information about events, the social contexts of news production, and representations of the reading public" (Teun van Dijk 1983: 28).

As nowadays due to e-technologies the public has become more watching and listening than reading, HARDtalk TV interviews posted on YouTube made a better learning input than studying professional discourse in printed texts. Therefore, videotaped dialogues provided the IR learners with the opportunity to observe the process of communication in its natural flow in media environment displaying specific features of media discourse on topical issues of international relations. This form of presenting linguistic input appeared to be the most relevant to the goals of instruction.

4. DISCOURSE STRATEGIES IN PROFESSIONALLY RELEVANT COMMUNICATION

In the media discourse for International Relations one can distinguish several major discourse strategies such as *topic changes*, *reformulations*, *stressing*, *hedging* and *back channeling*. Some of them are used by the speakers purely subconsciously, some partially subconsciously and some are used on purpose. If for a course on rhetoric only the latter will make the case, for language pedagogy the speaker's rationale for applying one or another strategy is of secondary importance. The priority is given to spotting the language employed by the speaker. Therefore, for the sake of academic objectivity, we suggest considering the examples of these strategies and their linguistic input.

Sometimes it is almost impossible for representatives of diplomatic professions to reveal particular information or to give direct answers to provocative journalists' questions. In such cases they are prone to circumvent the subject not to be discussed and change the topic. The example of *topic change* can be clearly observed in the interaction of a BBC Host with Omar Abdullah, the Chief Minister of Jammu and Kashmir. The BBC host's utterance "I want to bring it back to politics" indicates the attempt of his interviewee to change the subject (https://www.youtube.com/watch?v=g7_4IP_NMwg):

Omar Abdullah: "... It doesn't mean I advocate the solution outside the constitution. What I was asking – accountability from security forces...

BBC Host: "I want to bring it back to politics. I'm very aware that there is the election in India, in next four months this nation's voters will go to the polls..."

Although it is not possible to say whether Mr. Abdullah changed the topic on purpose or not, the fact he did it becomes obvious after the host's remark showing that the conversation subject was changed.

Another discourse strategy which the IR professionals often use in their public talks is hedging which can be found almost in every political conversation. This one is more often than not used on purpose and meant to attenuate and mitigate the utterance. As B. Fraser puts it in his work "Hedging in political discourse": this strategy "must be considered an intentional action in that the speaker chooses a linguistic device over and above the propositional content of the message which will affect the interpretation" (Fraser 2010: 202). It is employed to avoid responsibility for the statements made to accomplish politeness, to avoid confrontation, to seem less powerful and more apologetic or simply being willing to hide the source of the information to protect oneself.

The language indicating that the speaker applies hedging can be found almost in every interview concerning legitimacy of the elections procedures and other politically sensitive issues. The one with the leader of the Tibetan exile Lobsang Sangay demonstrates applying this strategy quite obviously. See the example below (<https://www.youtube.com/watch?v=BFicWjN7R3Q>):

BBC Host: "... Do you think you're equipped to lead the Tibetan people in exile?

Lobsang Sangay: "I am pretty confident that Tibetans know me and I can lead Tibetan people"

or

BBC Host: "As you say you won the elections quite convincingly... but that is a political post. The point about is that Dalai Lama was not only and for so long has been the political figure, but he also has that spiritual weigh, that spiritual leader. You don't have that. That's a big problem, is it not?"

Lobsang Sangay: "It is not. You rightly pointed out that His Holiness is not only our leader and he magnanimously actually decided to delegate his power to elected leader which happens to be me..."

The Tibetan Exile Leader does not provide direct answers to the journalist's inquiries – Mr. Sangay's statements are somewhere around the expected answer but explicitly emphasizing the facts that are beneficial for himself.

Some strategies can be referred to as the ones steering the discourse. For example, when the speaker needs to show to the interlocutor that everything this interlocutor is saying is followed and understood this speaker uses the discourse strategy of *backchannelling*. As far as the main function of backchannelling to maintain communication so that not to interrupt it the speakers use short remarks or interjections. Here are some examples from another interview - the HARDtalk with Dr. Benjamin F. Chavis, Jr., a civil rights activist. When Mr. Chavis asks the hosts for the facts instead of unconfirmed statements, the BBC host becomes quite straightforward and replies: *"OK. The facts as they are. You joined the Nation of Islam. You took a senior position in a controversial separatist movement"*. During the interview the interaction is driven in similar way: *(BBC host) "Indeed! Sure! But after the Million Man March you changed your name..."* (<https://www.youtube.com/watch?v=7hU38P9Suwo>):

The strategy of *reformulation* is called into play for many reasons and by both parties to the conversation. BBC hosts often reformulate the question for guests, while the guests themselves reformulate the question to ease formulating the answer with the purpose of gaining some extra time for the answer or just for processing and figuring out why the question has been asked and what answer is expected. Linguistically, it's a process of reinterpretation, where the utterance is expressed by different linguistic means. Although it still requires more profound research, the strategy seems to be employed to facilitate the discourse, i.e. to narrow the field of an utterance in order to make it clear. The interview in which Doyin Okupe, Senior Adviser to Nigeria's President is revealing details of the story about the kidnapping of Nigerian schoolgirls from the school bench by Boko Haram terrorists provides examples of such reformulations

(https://www.youtube.com/watch?v=j_HUrexd32U). For instance, the BBC host has to reformulate his question to make his guest answer. It is an attempt to specify on Mr. Ocupe's evasive replies, who is struggling to present the situation if not in positive then at least not in such negative light. Dissatisfied with Mr. Ocupe's answers the BBC Host Stephen Sackur reformulates his initial questions and statements "*why the government is failing to meet Boko Haram's challenge*" and "*this the most basic challenge to the state capability to protect its most innocent population*" reformulates them using more straightforward, even more aggressive rhetoric movements: "*Let's get it straight, the girls were taken ...*" or "*I'm interested in the specific question: "Do you think your boss the president of Nigeria..."*".

The answer given by the Chancellor of Kurdistan Region Security Council M. Barzani is also an example of reformulation. It is a response to the condemning question about the failure of the intelligence service to prevent the military fiasco of Peshmerga. The speaker rebuffs after a while, presumably, using reformulation for securing time to put the answer in the right words: "*I wouldn't say it's failure... nobody anticipated such a quick victory for ISIS. Even the American intelligence failed*". (<https://www.youtube.com/watch?v=EhpP4R7vEa4>).

The most imposing strategy, widely used in political discourse, particularly in HARD talk programs, is *stressing*. In linguistics it is referred to as emphasis or prominence given to a certain syllable, word, phrase or sentence. In this respect we can distinguish its phonetic, lexical and prosodic realization with phrasal stress and contrastive stress accordingly. This helps to convey the idea, to accentuate the meaning and to intensify emotional coloring, which makes this strategy one of the most intensively used in public speaking, TV interviews included. Thus, these interviews are packed with examples. For instance, at the very beginning of a HARDtalk with Syria's President Bashar al-Assad (<https://www.youtube.com/watch?v=yiC4w7Erz8I>):

BBC Host: "... you've said that there were mistakes made in handling of those early demonstrations. Did you make mistakes yourself?"

Al-Assad: "No, I never said we made mistakes ... , I said that anyone can make mistakes..."

Host: "Did you make mistakes? (repeated twice, not being answered)

Al-Assad: "... I talked about everybody do mistakes... if we deny the mistakes – we deny the human nature of the people".

Actually, what we observe is the mixture of the strategies analyzed above where by corresponding prosody, vocabulary and structuring the speaker emphasizes his philosophy of life.

In the above-considered interview with Doyin Okupe there are also plenty of examples demonstrating stressing through repetitions: “On regular basis, hourly basis we receive information from all over the state...” or “Nobody... nobody spoke on this matter!”. Replying to the host’s reproaches: “Your government doesn’t appear even now... it took more than two weeks for president to make any public statement about this situation...”, Mr. Okupe emphasizes the most important parts of his answers phonetically (by emphasizing crucial details by intonation) and lexically (by using vocabulary showing that everything possible has been done by his government)

As it is seen the first part of the research was framed to explore the language of discourse strategies used by IR figures in TV interviews, so that it could accommodate the learners’ needs and provide for a methodology promoting learning of these discourse strategies in ESP for IR, particularly in media communication.

The learning aims predetermined the approach to selective procedures. For instance, even when there were grounds to suppose that the language was used by the speaker subconsciously, i.e. without his determination to impact the communicative outcomes, but employed the rhetoric movements or vocabulary of one of the focused discourse strategies, it was used as learning input as it contained the targeted language.

5. FACILITATING LEARNING DISCOURSE STRATEGIES

For ESP learning reasons the very presence of a discourse strategy language, e.g. the language of *topic change*, is important, even when the speaker is just following his string of associations and does not mean to avoid any direct answer.

This defines two major forms of methodology for learning discourse strategies which can be grouped as promoting passive and active cognition in students’ learning and the use of receptive and productive skills correspondingly.

The first group is based on the practice of observation when a learner accumulates communication experience by spotting meaningful techniques in the

course of conversation. Thus, in our case the length of a 23-24-minute TV program viewed in full was to secure the authenticity of the dialogue. The first thing to do for a teacher was to scaffold learning to ensure learners' concentrating on discourse strategies. This was achieved by the task to spot as many discourse strategies as possible.

For this purpose, the learners were given a chart directing their cognitive efforts to notice a particular strategy in the discourse of the program. In the beginning of the ESP course for 3rd year students they were presented with a brief outline of characteristics of the discourse strategies to be studied. The teacher briefly instructed the learners on what one or another strategy is like, why and how it can be used in professional communication and then initiated the analysis of video material.

The complex of exercises was meant to facilitate learning discourse strategies and included the analysis of 7 TV programs, which served the language input for 7 Units (Kopylovskaya, Smirnov et al, 2016). Every Unit contained a section called "Getting Ready for Professional Communication" focusing on learning discourse strategies where learners were to analyse the language and use it first in language gap-filling exercises and then in a communication activity.

Spotting a strategy was every first exercise in Section "Getting Ready for Professional Communication", the sub-section "Processing Discourse Features". The students were given a chart for monitoring and instruction for their studying professional discourse where they were to put a tick in the corresponding box every time when they spotted or suggested using one of the strategies in question.

The discourse strategy focused on in the current lesson was given in the chart in capital letters and bold type. However, to provide for more practice all other strategies were mentioned as well. Namely, the group work was arranged to watch the HARDtalk programme (Part 1 or Part 2) and listen for the examples of the topic change (all the group) and to do the same with one more of the strategies (e.g. Student A - to spot reformulations, Student B – to spot discourse planning, etc.) As the students were informed before doing the task that the assigned strategy might be absent in this part of the program or have vague similarity. In this case after analyzing the spotted strategy they were given time to speculate on the part of the conversation where this strategy could have been used.

The next stage was meant to make students figure out the communicative properties of the strategies, i.e. how the language of the strategy accentuates the crucial messages or, on the contrary, helps mitigate the effect of the answer when

discussing some sensitive issues. The same activity always included a talk on the moral side of using a strategy where the students could focus on moral values and consider discourse strategies in this light.

Consider some 2-3 examples

Decide whether the strategy presses emotionality a) towards the issue, b) towards the partner? If yes, what is the speaker's tone?

What response does it suggest? What response does it actually produce?

Why?

What are the situations in which you find the language and intonation acceptable/unacceptable?

Then the focus of learning was shifted to the use of particular language. The students were given a gap-filling type exercise which they were to complete after watching the program or its particular part:

Fill the gaps with the proper means of turn-taking and steering the discourse taken from the first 10-minutes of the main body of the discussion.

a) _____ from a very personal question, you're a well-known academic, but...

b) _____ that you obviously are not allowed to go to Tibet right now.

c) You say they are praying for you but they can't possibly know you. _____ - Number one that debates of our election became widely popular inside Tibet.

d) This will be continued and I, for one, will be very active in strengthening and sustain of the Tibetan cause all around the world. - _____, you're are not expecting to receive any political recognition, are you?.. From key governments all around the world.

e) We'll talk more about the frustration of Tibetan youth at the moment, _____, because as I understand from your own election campaign the thing you're selling...

f) On that basis I've reached out hundreds and thousands of Chinese students and scholars and organized seven major conferences. - _____ What good has it done to you?

To activate the language, the students were offered to discuss a quotation of a distinguished personality relevant to the discussion of the TV program. During the discussion it was recommended to employ the language they used to fill the gaps in the previous activity. For example, they could use those taken from the interview of Stephen Sackur, a famous BBC presenter, with Lobsang Sangay,

the leader of Tibetan Exile, such as: *Let's begin from*, *Well, the point is well-taken....*, – *Sure, but to be specific about it, ...but let's figure that out....*, - *Yeah, a fair point.* (See Figure 3, for reference)

The final transfer to professional communication was implemented when the students were assigned to find a solution to a currently existent problem in the field of International Relations with the aim if not to resolve it then at least alleviate the suffering of the parties involved to the conflict. For example:

Work in two groups:

Group A: *a group of experts who represent the official position of PRC Government*

Group B: *a group of Tibet exile representatives.*

Group C: *a group of officials from ICC (International Coordinating Committee of National Institutions for promotion and Protection of Human Rights) (<http://nhri.ohchr.org/EN/Pages/default.aspx>)*

*You are going to take part in a **panel discussion.***

The main question is whether Tibet exile administration is to be officially recognized by Chinese government.

Group A:

Each Chinese government representative is to prepare to present the government's view of the situation and suggest solutions either within the framework of the Middle Way policy or to offer their own proposals more acceptable for the government

Please, compose a list of 2 or 3 your propositions.

Group B: *Each Tibetan exile representative is to do some additional reading at home and prepare to present the list of your most urgent demands.*

Please, save the links you used for your additional reading into a hot-list and submit to your teacher when required.

Group C: *Each ICC official is to consider a political situation similar to Tibet-China conflict and its resolution. Prepare to insist on the complying with the relevant norms of International Human Rights Law.*

Use the following The Universal Declaration on Human Rights:

<http://www.un.org/Overview/rights.html>

NB: Each participant is supposed to actively use topical vocabulary (3-5 units) and means of steering discourse (from 3- 5 units).

According to the task above the students were subdivided into groups and a vigilant “language watchman” was appointed to note the use of discourse strategy and the correspondent language as soon as it was integrated in the conversation. As far as there was an in-built competition between role-playing groups, this gave bonuses to the participants. The activity finalised the work on a

particular case providing the learners with the opportunity to master the studied discourse strategies in their own communication.

6. FINDINGS

To confirm the necessity of a special course focused on discourse strategies and to introduce required improvements a suspended quantitative-qualitative survey was conducted meant to investigate three areas. First the question was to find out which form of presenting professional discourse (printed format, printed + audio format; obligatory video presenting) students of English for International Relations find more efficient for their learning. Second was intended to verify whether the course helped them to improve their understanding and use of discourse strategies. The third qualitative part contained an open question and provided for students' observations regarding improvements they see as possible for the course in future.

There was a randomly selected sample of 30 students from various English for IR groups in the third year of their bachelor's degree programs with one who finally failed to participate on some personal reasons. The results showed that 72,5 % of participants (25 respondents out of 29) confirmed that they are sure that presenting professional discourse only in the printed format is not sufficient for their leaning ESP, with only 5, 8 % of opponents (2 learners) expressing their preference of printed forms and 2 learners answering they were "not sure" about the answer. All 100% of the surveyed said that combining printed materials with audio texts is a more effective way of learning English for an IR specialist while 28 out of 29 participants stipulated that "watching professionally-oriented video is integral and obligatory part of learning English for IR. The data showed that learners assess the acquiring professional discourse as more efficient when it presented in video format, which allows them to analyze the prosody and observe the body language of interlocutors.

The second part displayed the general degree of efficiency of the course and helped to outline the areas that need more focus. Here 18 out of the 29 respondents (52, 2%) noted that they had not been able or are not sure they had been able to spot the studied strategies before learning the course. At the same time the survey indicated that not all strategies were learnt equally successfully. For instance, most of respondents noted they could spot such strategies as *topic change* or *reformulation* and *stressing* successfully (26, 27, 28 respondents

respectively) and they still experience problems with spotting *hedging* and *backchannelling* strategies in an observed professional discourse (19 and 22 respondents respectively). The overall efficiency of the course was marked as “extremely efficient” by 12 respondents and “rather efficient” by 17.

The third, qualitative part, contained a number of students’ suggestions of how the course can be improved and requires further investigations. The main educational value of the course was the focus on the skills “to define various techniques of reporting the facts and avoid being brainwashed”. The respondents also suggested that the course could be improved with adding some comparative analysis of different formats (printed, audio and video covering the same problem), stressed the importance of the latest news for IR English and proposed to use more video pieces presenting professional communication of IR experts at the conferences or panel discussions.

7. CONCLUSION

The survey conducted in the end of the course showed that the majority of the English for IR learners viewed the practice of analysing discourse strategies in the professional language and its modelling useful and stipulated positive effect of focusing on watching speech interaction of journalists and politicians in the authentic media environment.

To conclude, the investigation: 1) maintains that contemporary discourse of IR experts is more focused informing targeted audience about the actions of their government, organization through media, which should be taken into account in language instruction; 2) defines a number most distinguishing discourse strategies and the language that can be observed in the authentic discourse of IR persons and to be learnt by IR students; and, finally, 3) suggests a methodology based on discourse analysis theory and focused on passive and active learning, which helped the considered group of learners to get to know these strategies and be able to spot and use them for greater efficiency of their professional activities.

REFERENCES

Baidenko V. I. (2005). Kompetentnostno-orijentirovannij podkhod k proyektirovaniju gosudarstvennykh obrazovatel'nykh standartov vyshego professional'nogo

- obrazovanija (metodologicheskije bmetodicheskije voprosy): Metodicheskoye posobije //M: Issledovatel'skii tsentr problem kachestva podgotovki spetsialistov.
- Dobrosklonskaya T. (2014) Medialinguistika: Systemnyj Podkhodk izucheniju yazyka SMI. Sovremennaya anglijskaja mediarech. – Litres.
- Fraser B. (2010) “Hedging in political discourse” in “Perspectives in Politics and Discourse” (Warsaw): 201-213
- Gumperz, J. J. (1982). Discourse strategies (Vol. 1). Cambridge University Press.
- Karasik V. I. (2000). *O tipakh diskursa// Yazykovaya lichnost': institutsionalnyj i personal'nyj diskurs: sb.nauchnykh tr.*-Volgograd: Peremena. –T.1.: 5-20.
- Kopylovskaya M.Y., Smirnov V. A., Uspenskaya A. A. et al (2016) GETTING READY FOR PROFESSIONAL COMMUNICATION (a course book for developing speaking skills of oral professional communication in mass media in English), Saint Petersburg State University: Philology Faculty.
- Lvova O. V., Kopylovskaya M. Y., Shkapenko T. M. (2015). E-Learning in Russian Higher Education: Challenges and Responses. / Chapter 1. In Magic of Innovation: New Techniques and Technologies in Teaching Foreign Languages, Kryachkov D. A., Yastrebova E. B., Kravtsova O. A. (ed.). – Cambridge Scholars Publishing.
- Teun Van Dijk T. (1983) “Discourse Analysis: Its Development and Application to the Structure of News” in Journal of Communication v. 33:2: 20-43
- Vojevoda Ye. V. (2013) “Formirovanije mezhkul'turnoj komepetentsii :problemy i puti ikh reshenija // “Yazykovoju diskurs v sotsial'noj praktike”. Sbornik nauchnykh truov Mezhdunarodnoj nauchno-prakticheskoi konferentsii.Fedral'noje gosudarstvennoje b'udzhethnoje obrazovatel'noje uchrezhdenije vyshego professional'nogo obrazovanija “Tverskoj gosudarstvennyj universitet”: 40-44.
- Wodak R., Busch B. (2004) “Approaches to Media Texts” in The Sage Handbook of Media Studies ed./J.H. Downing (London: Sage): 105-123
- Yezhova T. V., Samorukov A. A. (2011). “Diskursivnaja kompetentnost' kak factor uspešnosti professional'noj dejatel'nosti spetsialista” *Vestnik Orenburgskogo Universiteta* 2: 156.

Јелена Беседина
 Анастасија Дудкина
 Марија Копиловскаја

ДИСКУРЗИВНЕ СТРАТЕГИЈЕ УЧЕЊА ЗА МЕЂУНАРОДНЕ ОДНОСЕ

Сажетак

Рад се бави питањем олакшавања учења посебних форми говорне професионалне комуникације за међународне односе кроз анализу дискурса. Из призме наставе енглеског језика као страног, аутори представљају методолошко решење проблема учења језика струке за студенте међународних односа. Ово решење заснива се на употреби најновијих достигнућа у лингвистици, тачније принципа анализе дискурса

у сврху наставе језика струке на универзитетском нивоу образовања, који почивају на обимним лингвистичким истраживањима реторике стратегија дискурса. У раду се разматра сам концепт дискурса и дискурзивних стратегија, дају се примери дискурзивних стратегија које користе веома важне особе у области међународних односа у јавним отвореним интервјуима на ТВ-у и истиче се методологија која се примјењује на структурисање образовног процеса како би се студентима помогло да упосле своје лингвистичко знање ради постизања ефикасности у говорној професионалној интеркултуралној комуникацији. Да би се испитала ефикасност предложених принципа и метода, урађено је кратко мешовито истраживање на узорку од 30 студената из области међународних односа, где је установљено да три четвртине испитаника сматрају да настава професионалног дискурса није довољна само у писаном облику, већ треба да се укључи и аудитивни елемент, те да је комбинација штампаних и аудио материјала најефикаснија у погледу учења прозодије и невербалне комуникације у међународним односима. Надаље, више од пола испитаника је оценило курс заснован на овим принципима као изузетно ефикасан или ефикасан, што је потврђено и у квалитативном сегменту истраживања, где су испитаници дали предлоге како да се курс додатно побољша и обогати.

Кључне речи: енглески језик за међународне односе, професионална интеркултурна комуникација, комуникација, дискурзивне стратегије, учење дискурзивних стратегија.

Primljeno: 30.5.2017.
Prihvaćeno: 11.12.2017.