

3. Yahorava N. A. The Multisensory Approach to Modern English-Language Text Interpretation // Актуальные вопросы современного лингвистического образования: теоретический и практический аспекты: материалы Международной научно-практической конференции (Тирасполь, 15 ноября 2024 г.) / Приднестровский гос. ун-т им. Т. Г. Шевченко; ред. кол.: И. Л. Бузук (общ. ред.) [и др.]. Тирасполь: Изд-во Приднестр. ун-та, 2025. С. 201–207.

УДК 81'42:378.147

Ерш А.И.

Минск, Республика Беларусь

Белорусский государственный экономический университет

sadly773@gmail.com

МЕТАНАРРАТИВНЫЙ УРОВЕНЬ КОММУНИКАТИВНОЙ
СИТУАЦИИ В ДИАЛОГИЧЕСКОЙ РЕЧИ КАК ЧАСТЬ
ТРАДИЦИОННОЙ РЕЧЕВОЙ ПРАКТИКИ СТУДЕНТОВ ВЫСШЕГО
УЧЕБНОГО ЗАВЕДЕНИЯ

Аннотация. *Статья посвящена исследованию метанарративного уровня диалогической речи как языкового явления, выходящего за рамки простого обмена словами и отражающего отношение слушателей к сюжету. Рассматриваются когнитивные процессы восприятия и создания вымышленного мира, в котором студенты выражают свои языковые мысли. В статье также приведены стратегии исследования метанарратива, которые помогают научить студентов эффективно ориентироваться в различных коммуникативных контекстах.*

Ключевые слова: *метанарратив, диалогическая речь, языковой обмен, экстралингвистические факторы, вымышленный мир, ситуационность, студенческое вовлечение, стратегии.*

Ersh A.I.

Minsk, Republic of Belarus

Belarus State Economic University (BSEU)

sadly773@gmail.com

THE METANARRATIVE LEVEL OF COMMUNICATIVE SITUATION IN THE ENGLISH DIALOGUES AS A PART OF UNIVERSITY STUDENTS' TRADITIONAL SPEECH PRACTICE

Abstract. *The article is dedicated to the study of the metanarrative level of dialogue as a linguistic phenomenon that goes beyond mere word exchange and reflects the audience's attitude toward the storyline. It examines the cognitive processes involved in perceiving and creating a fictional world where students express their linguistic thoughts. The study of metanarrative in foreign language teaching is significant for pedagogical practice and student engagement. The article also presents strategies for researching metanarrative that help teach students to navigate effectively in various communicative contexts.*

Keywords: *metanarrative, dialogue, linguistic exchange, extralinguistic framework, fictional world, situational awareness, student engagement, strategies.*

Dialogical speech possesses a linguistic characteristic known as the metanarrative level, which transcends the simple exchange of words and explores the mindful attitude of listeners towards the storyline they are involved in. The fictional world that serves as the extralinguistic framework for their communication is created by students through the cognitive processes of perception and construction. The imagined reality, infused with contextual nuances and sociocultural base, serves as a canvas for students to express their linguistic expressions, providing them with depth, authenticity, and situational awareness. Exploring the metanarrative level in foreign language teaching holds profound implications for both pedagogical practices and student engagement.

It is important to highlight that the study of the metanarrative and its components is currently the most relevant in the field of linguistics, since the author seeks not only to inform us, but also to present it in a certain way and influence using various methods of information transmission. The concept of the meta-discursive organization of fiction, which is formed by referring to special linguistic and cognitive structures that provide a choice of vocabulary and

phraseology for the formation of the meta-discursive component of the text is preferable to be put forward as a main in this research [Кравцова 2014, 229].

O. S. Fedotova investigated various ways of linguistic approaches to the metanarrative [Федотова 2019, 111]:

1. The strategy of simulating direct communication between the author and the reader — the author can act as a narrator, can reduce his participation, existing simply in order to move the reader into a fictitious reality, can try to enter into a dialogue with the reader through direct appeal, or can express his opinion using a modality.

2. The strategy of appealing to the reader's background knowledge — the author provides knowledge that goes beyond the reality of the work.

3. The strategy of using time indications in the metadiscourse of a literary narrative — certain time parameters are characteristic of the reality described in the work of art. The author records the time in which the characters live and act.

4. The strategy of generalization and its implementation in metadiscourse — the author proceeds to generalization, he takes the reader beyond the fictional reality of the work and directs his attention to various issues relevant in the real life of the reader and the author.

5. The strategy of using conceptual and metaphorical representation in the metadiscourse of the English-language literary narrative — a conceptual metaphor is used to represent such important topics for fiction as human life, his mental activity, his emotional state, space and time, human appearance, etc.

The scripts of 50 dialogues produced by 3rd-year EFL-students of Linguistic Faculty of Baranavichy State University during their Oral Speech Practice classes are presented to be one of the constituent parts of the material base of the current research.

The observation and analysis of dialogical speech, as well as the search for metanarrative components in it, were carried out according to the classification mentioned above [Федотова 2019, 111]. See some examples:

“The landscapes are unlike anything I've ever seen before — rugged mountains, pristine lakes, and vast open spaces that make you feel utterly insignificant in the best possible way”;

“As it is known, it's not Big Ben, it's Elizabeth tower that was constructed in the nineteenth”.

Here the strategy of appealing to the listener's background knowledge is used. This was done in order not only to convey information to listeners, but also to arouse reciprocal interest, thereby, as it were, unwinding the actions of the dialogue. It is important that the author and the reader have a common fund of knowledge in order for the 'author–reader' dialogue to be effective which is important for the whole process of communication at all.

In the following context, we can observe not only the use of tactics of appealing to the general knowledge of the listener, but also the fact that this question forces the listener to think what the word 'family' means to him personally, taking him out of the fictional reality of the dialogue into the real world.

“What comes to mind when you think of the term "family"?”

Family represents a close-knit group of people related by blood or marriage, who provide support, love, and a sense of belonging”.

As part of the strategy of using the indication of time in the meta-discourse, there is such a thing as a prospection, which means "turning to the future" [61]:

“I can't wait to see what kind of little person our child will become”

And retrospection — “turning to the future”:

“You have been a driving force in the environmental movement for decade”

“I remember how much I loved my grandparents when I was a little girl”

By using prospection and retrospection in dialogues, students can develop stronger communicative abilities, including active listening, critical thinking, clarity, which influence their speech and communicative skills. These cognitive

processes enable them to engage in more thoughtful, insightful, and effective dialogues, enhancing their communication competence.

The use of rhetorical questions also took place in the dialogues of students, rhetorical questions about various issues that are relevant not only inside but outside the fictional reality of conversation to be exact.

“Don't you think that nowadays people seek projects that prioritize commercial success rather than challenge them as individuals?”;

“What will happen if don't find ways to use technology mindfully?”;

“— You know, it's heartening to see such a passion for books still burning bright in the hearts of the younger generation.

— How could it not?”.

In these contexts, we see that with the help of rhetorical questions, attention is focused on the events taking place, and the author asks the reader hypothetical questions that make them think about the possibility of a different development or outcome of events.

The strategy of generalization in the author's meta-discourse is implemented using the pronouns ‘*everyone*’, ‘*everybody*’, ‘*no one*’, ‘*anything*’, ‘*anybody*’, etc. Here're some examples, where students implement this strategy in their speech:

“Everybody loves this place, I assure you”

“No one is perfect”

Generalizing pronouns emphasize the relevance of the ideas expressed by the author at all times, as well as for any person and any circumstances. This suggests that the author of the statement is thinking about which idea is best to express in the context of communication and what effect it can have on the listener to make communication dynamic.

The strategy of generalization also includes the use of abstract nouns. First of all, lexical blocks of abstract nouns are usually implemented in a context together, combining the ideas of a person, his interaction with other people and

society as a whole with the ideas of human activity and indications of the inner world of a person. Such an intersection of different lexical blocks in the formation of a meta-discourse allows the author, firstly, to get out of the specific outline of the narrative, entering into a kind of dialogue with the reader, suggesting a topic for discussing more general problems [Федотова 2019, 139].

“The society must work hand in hand to address these environmental challenges”;

“People will understand everything when it's too late”

“It seems like society often defines success in narrow terms”

As indicators of meta-discourse, we would like to highlight the personal pronouns ‘you’, ‘we’ and ‘our’, ‘your’, ‘us’ derivatives from ‘them’, which indicate the appeal of the author's message to the reader. In some cases, the pronoun ‘we’ can be used to contrast different social, political, etc. groups between the participants, which also indicates that the dialogical situation stimulates the authors to think about the development of the conversation, for “communication for communication”, not just “communication for the sake of completing the task”.

“You can visit this place for improving our language and get acquainted with our culture”

“Maybe there's anything special that your country does have?”

In the context presented below, the speaker unites himself together with all people to show that through joint efforts people have negatively affected the environment, and now through joint efforts they must deal with the consequences of their actions. This indicates that the speaker takes the meaning of what he says beyond the fictional universe, and wants people to think about his words seriously, because the environmental issue is global and one of the main ones at the moment.

“We have treated our planet as an endless resource to be exploited, rather than a precious gift to be cherished and protected”

“The consequences of our actions are now staring us in the face — climate change, habitat destruction, pollution, and the loss of biodiversity”.

Another interesting strategy that indeed makes the speech full of vivid expressions is the strategy of using conceptual and metaphorical representation. Here you can see that it's not only a simple part of the conversation but the contribution to students' awareness of the dialogue situation by providing them with tools to grasp abstract concepts, convey complex ideas, and understand the underlying dynamics of communication.

“You shed light on the issue. Now I understand everything so clear, thanks”

“You should dive in its history, it's really very interesting”

“My headaches attack me almost every day, I don't know what to do with it”

There were also cases when participants thought through everything to the smallest detail. For example, there is a context here that shows that the students came up with the role of a foreign (Spanish) woman who came to London not only for an excursion, but also for some other business, which she sometimes discussed over the phone during the dialogue.

“Can we stop here for a while?”

Sure, miss Santiago.

Gracias, querido”

“Actually Big Ben is beautiful at all time of the day.

Oh, oh, oh. Wait a second, wait a second. Hola? Yes, si, si, lo siento. Estaseguro?

Seniora Santiago, don't be distracted!”

A similar context was also found, but with a Russian tourist, who also showed various linguistic features during the dialogue: such as accent, behavior itself, which clearly indicated a difference between cultures.

The next given context shows that the characters have some plans that go beyond the narrative, but it is implied that outside the situation the characters have

some kind of life going on, which is an indicator of students' situational awareness possession:

"With our busy schedules, it's becoming increasingly rare for our family to find the time to catch up".

Imaginary parents, who live their lives outside of the dialogue, but are still the indicators of the metanarrative level.

"And let's not forget the invaluable wisdom and guidance that our parents can offer as well. They've been through it all and have so much experience to share".

Plans that were discussed before the start of communication:

"In fact, I've been thinking about planning a group trip for my blog followers".

Imaginary place with its special atmosphere:

"Ah, that unmistakable scent of old books and possibility. This place is paradise".

Or about a well-thought-out personality, her profession and achievements:

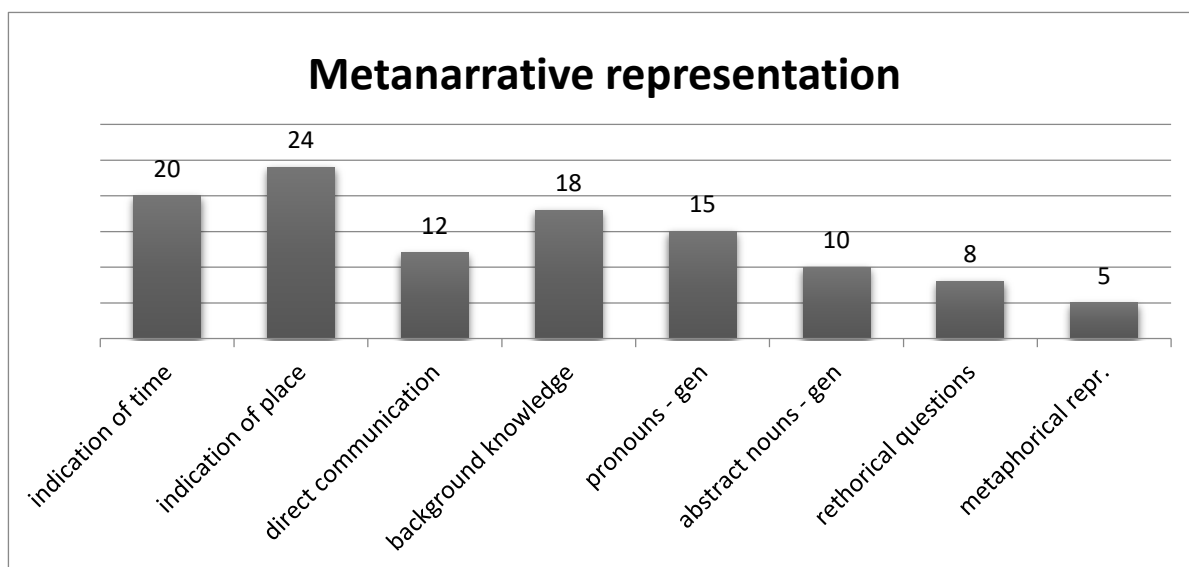
"You're Sofia, aren't you? Your film "Reverie" was a masterpiece".

We can also provide examples of contexts where events take place during the Middle Ages. This is not only the use of time indications in meta-discourse, but also the detailed planning of characters and their fictional features. For example:

"It's the place where the sands stretch as far as the eye can see. And beyond, the mighty peaks and the mountains seem to touch the heavens themselves";

"I've witnessed horrors there that would turn your stomach, merchant". This indicates that the purpose of the students was not just to act out the role they came up with, but to fully consider who this foreigner was and why he came to a certain place, showing full awareness of the situation.

Figure 1 — Metanarrative representation in students' dialogue speech



In conclusion, the exploration of the metanarrative level in dialogical speech reveals its significance beyond mere linguistic exchange, highlighting the cognitive processes that enrich students' engagement in foreign language learning. Mentioned strategies demonstrate how students can effectively navigate and express themselves within various communicative contexts. By recognizing and implementing these strategies, students not only improve their linguistic competencies but also develop a deeper awareness of the sociocultural implications embedded in their dialogues.

References:

1. Кравцова Т. А. Метаязыковой комментарий как элемент идиостиля писателя (на материале произведений Стивена Кинга) / Т. А. Кравцова // Мир науки, культуры, образования. 2014. № 1 (44). С. 228–230.
2. Федотова О. С. Лингвокогнитивные метаструктуры в англоязычном художественном нарративе: дис. ... д-ра филол. наук/ О. С. Федотова. Москва, 2019. 398 с.