The Forming English Lexical Competence in Dialogic Speaking for Prospective Experts of Hospitality and Restaurant Service

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Abstract

Hospitality and restaurant service are two of the fastest growing industries in the world. Knowing how to speak English is the most important skill to have for hospitality and restaurant service jobs. In the getting job process we faced the problem that the students do not have enough skill in dialogic speaking. In the article the author describes the forming English lexical competence in dialogic speaking for prospective experts of hospitality and restaurant service. To use a dialogic speaking is difficult as a dialogue needs alternate use of students' abilities the speaker and then to express their own thoughts and ideas. Lexical competence surely includes the size of vocabulary and the thematic range. English lexical competence is designed to help students train the following: hotel management, reception, concierges, housekeeping, restaurant staff, tour guides, and most other hotel staff positions. There is a global need for prospective experts of hospitality and restaurant service who can speak English and interact with international guests. Analyzed the topics of the course, job-related areas and situations necessary in forming lexical competence.

Keywords: lexical competence, dialogic speaking, hospitality and restaurant service, vocabulary, communication.

The hospitality is one of the fastest growing employment sectors in the nation and the fourth largest job market over the world. There are endless career opportunities for students who are passionate about creating memories and experiences for people to enjoy. Students of the Hotel and Restaurant Management program are introduced to this exciting industry and will be prepared to enjoy a successful career in hospitality industry. To develop competent and ethical hospitality management professionals who understand the challenging demands of the global industry, value life-long learning and will commit to the high standards of the hospitality industry.

Communication is the key feature for professional qualification of prospective experts of hospitality and restaurant service. Hospitality is also an international industry and will involve a range of inter-cultural encounters. The language of this industry is quite clearly English in an international context, but it is also the language of meeting needs, of providing high levels of service, of understanding people, of delighting people, of solving problems.

An analysis of recent studies and publications shows that the forming English lexical competence is a constant subject of research. This problem was dealt with both domestic and foreign scholars, namely: O. Bihych, I. Bim, V. Buhbinder, I. Zadorozhna, O. Kvasova, L.

Morska, N. Mykytenko, N.Minina, G. Neuner, S. Nikolaieva, Ye. Passov, J. Richards, W. Rivers, E. Rogers, I. Simkova, D.Tereschuk and others.

The purpose of study is to analyze forming English lexical competence in dialogic speaking for prospective experts of hospitality and restaurant service.

From a teaching point of view the emphasis is firmly on functional language – giving information, making recommendations, dealing with problems and so on – and on creating realistic situational practice where language functions can be demonstrated and developed alongside basic service-oriented performance.

Lexical competence has been suggested to be a cluster of knowledge (form, meaning and use of a lexical item), skills and abilities that a person develops and deploys in different contexts of communication [4, p. 1]. When we say a person knows a language we first of all mean he/she understands the language unspoken and can speak it himself/herself. In learning a foreign language it is necessary to think about what motivates students to speak.

The problems of meaningful speaking are in:

- asking for information;
- breaking in;
- presenting the information in order to define the main problem;
- expressing negative attitude politely;
- saying tactfully;
- changing the subject;
- guessing;
- expressing arguments, etc.

The amount of vocabulary is a simple and clear index of telling the level of proficiency in a second language. Learners are also always concerned with the size of English vocabulary or lexicon knowledge. In learning vocabulary, many researchers advocate «incidental learning» in which learners are simply exposed to authentic language [1]. Lexical competence, only when it is defined clearly, can become a component of communicative competence or language resources. Lexical competence surely includes the size of vocabulary and the thematic range.

The stages of lexical competence are [3, p. 223]:

- 1) stage of familiarization,

2) stage of automation.

English lexical competence is designed to help train the following: hotel management, reception, concierges, housekeeping, restaurant staff, tour guides, and most other hotel staff positions. Whether the job is to take reservations or clean the hotel rooms, these exercises can help students learn important words and expressions to use on the job in the hospitality industry because they are focused on practical tasks and activities.

As a result, the forming English lexical competence in the students' studying in hospitality industry reveals:

- 1) the necessity of putting the dialogue in the center of interaction;
- 2) the opportunity to emphasize the resources of dialogue as an insurer of changing the information into personal knowledge;
- 3) (and) certain parameters of the training model structure based on dialogue.

Some researches recommended «instead of emphasizing increasing only vocabulary competence, teachers should step back, look at the broader view, and not focus on immediately feeding the students more vocabulary, but rather the teachers should look at finding ways to help students improve using the vocabulary they already have» [2, p. 1172].

Although it is important for students to use correct grammar and structures, words are the main carriers of meaning. This means that the more words students are able to handle accurately, the better their chances of understanding English and making themselves understood. To know a language means to master its structure and words. That is why the acquisition of vocabulary is just as important as the acquisition of grammar. So, they are interdependent.

Principles of vocabulary selection are:

- frequency;
- usefulness (its coverage, ability to be combined, word-building ability);
- “learnability” (how easy the item is to learn and teach);
- being included in the topics of the syllabus sets.

Here are **five engaging ways** to teach students vocabulary while making sure they boost their vocabulary acquisition:

1. Create a Word Map

Word maps are graphic organizers that help students learn new words by associating it with its antonyms, synonyms, writing their own definition or using the word in their own sentence. Word map activities allows students to think about vocabulary in several ways, and further make connections with each word in relation to other words they already know.

2. Music for Memorization

Music has always been a great tool to help with memorization. Catchy beats and hooks often make vocabulary retention and recall stickier for students. It allows students to memorize at their own pace.

3. Root Analysis

Instead of teaching the definition of a word, we teach root words. Teach students the meanings of specific root words and have them guess what the definition is. Students can take these root words and use them to decipher words they to not know in the future.

4. Personalized Lists

Why not empower students to build their own vocabulary lists? Students will come across new words they to not know every day in readings and discussions across the content areas. When students pick out their own vocabulary words, not only will they be more motivated to learn them, but it allows the vocabulary lists to be personalized to each student, too.

5. Use Context Clues

With this instructional approach, the teacher provides reading passages or sentences with new vocabulary words embedded in them. Students then attempt to guess the definitions. Teaching vocabulary through context clues encourages critical thinking skills and helps them make connections to the word, ultimately helping them remember its meaning.

One thing should be considered is that the learners can get ability to speak a language as a means of communication only if the material taught is connected to their thought and if in conveying their thought, the learners also can use structure and vocabulary directly, without translating from their mother tongue.

The use of foreign language in speaking should be productive activity, not reproductive like the learners always do in using idiom, phrases and sentence. In productive activity, the learners can select themselves the words and structure of language that is need to convey their thought. As a result, the forming English lexical competence in the students' studying in

hospitality industry reveals the necessity of putting the dialogue in the center of interaction, the opportunity to emphasize the resources of dialogue as an insurer of changing the information into personal knowledge and certain parameters of the training model structure based on dialogue.

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