

## SPEECH ETIQUETTE AND SPEECH BEHAVIOR OF FOREIGN STUDENTS (ARAB STUDENTS) IN THE PROCESS OF INTERCULTURAL COMMUNICATION

<sup>a</sup>OLGA N. GORYACHEVA, <sup>b</sup>GALINA S. KALININA

<sup>a</sup>*Kazan Federal University, Candidate of Philology, assistant professor Naberezhnye Chelny Institute of Kazan Federal University, 18 Kremlyovskaya street, Kazan 420008, Russia*

<sup>b</sup>*Kazan Federal University, Assistant lecturer, Naberezhnye Chelny Institute of Kazan Federal University, 18 Kremlyovskaya street, Kazan 420008, Russia*  
email: <sup>a</sup>olganikgor@mail.ru, <sup>b</sup>galinka.kalinina.14@list.ru

**Abstract.** In today's rapidly changing world new forms of communication between people of different nationalities, especially modern youth, are being established. The use of language involves the choice of a certain type of behavior which applies equally to language in a general sense and to any particular language. At present, large spaces for the implementation of educational activities outside the country are open, thus, the popular direction in Russia is to attract a large number of foreign students. The article discusses the features of speech etiquette and speech behavior of foreign students, especially from Arab countries, arriving to study in Russian universities. The practical significance of the research of the speech etiquette of foreign students of Arabs lies in the definition and comparative analysis of the Russian, Arabian, and English versions of the clichéd vocabulary used in the most common etiquette situations: greeting, farewell, mode of address, apology.

**Keywords:** different nationalities, modern youth, speech etiquette

### 1 Introduction

Knowledge of local characteristics and norms of communicative behavior and speech etiquette is an important condition for adaptation in an ethno-linguistic environment in the process of intercultural communication. In modern conditions almost any industry is directly or indirectly connected with the outside world.

The aim of this article is to reveal features of intercultural communication, sociolinguistic and ethno-cultural aspects of speech etiquette and speech behavior of arab speaking students with the consideration of clichéd vocabulary of arabian speech etiquette.

The teaching of speech etiquette and behavior are the subject of numerous studies by scientists Brown P, Levinson SC, Coulmas F., Baimuratova SM, who claim in their works that learning based on the development of speech ethnocultural traditions of behavior and speech etiquette contributes to cognitive development and meaningful study of Russian language (Coulmas 1991; Baimuratova 2018).

By speech etiquette we mean the system of communication rules that are prescribed by society to establish communication between interlocutors for communication between people with different social statuses in formal and informal situations. Etiquette rules are related to the traditions and customs of people, so their comparison can be very useful for studying the national characteristics of communication. Speech etiquette exists in the form of stereotyped clichéd phrases, stable communication units (Odlin 2012; Brown & Levinson 1987).

The concept of speech behavior is studied through the prism of communication and in the context of culture in the scientific literature. So, in the monograph by N. N. Formanovskaya the nature of communication is analyzed in the aspect of communicative linguistics. And the work of R. Ratmayr describes the functioning of apologies in the Russian language and in Russian culture, which blends concept under research into the context of intercultural communication (Krysenko Sukhanova 2011; Uspensky 2009).

The university is one of the main institutions most closely associated with the problems of communicative, ethnic and cultural differences. It is hard to imagine modern large universities without foreign students. Often, they have to learn two languages simultaneously: the intermediary language (usually English) and the state language of the country where they study.

When foreign student arrives in Russia to get higher education, they face such adaptation problems as:

- New living and climatic conditions;
- A new language of communication by studying which students learn the values, norms and traditions of another country as well as features of national culture;
- Socio-cultural environment.

Taking into account the ethnocultural and ethnopsychological characteristics of students will allow them to adapt successfully to the new socio-cultural environment, in which the teacher plays an important role as a representative of the university. The teacher's task is to ensure the transfer of full-fledged education to foreign students. Therefore it is necessary to study the ethno-pedagogical, ethno-linguistic, ethno-psychological, ethno-cultural characteristics in addition to language. Thus it is necessary to pay attention to the selection and adaptation of current curricular programs as well as to develop and apply new ones (Sapin 2011).

Krysenko T. V. and Sukhanova T. E. propose to use didactic games (role-playing functions by immersion in the language environment) to assist in the formation and improvement of communication skills and to use specially designed electronic manuals to improve the level of speech culture of students. According to Fedosov V. A. it is also necessary to work with speech formulas during study of texts, thus it is possible to recognize cases of speech behavior and to distinguish them into forms of correct and incorrect use of words (Nikulicheva 2014; Miller et al 2016; Ratmayr 2003)

Most of the Arab students coming to Russia to get an education usually have a minimum level of knowledge of the English language (the intermediary language), so that makes communication much easier (Sohrabi, 2017).

### 2 Methods

The following methods were applied in the course of this study:

- observation and interviewing. The main forms of clichéd vocabulary currently used by Arab students were presented and analyzed with the help of observation and interviewing;
- comparative analysis. This method shows the distinctive features of Russian, Arabic and English forms of speech etiquette;
- descriptive method. This method describes the main situations of speech etiquette of Arab students;
- theoretical analysis. This method was used to review and study the general situation of intercultural communication.

### 3 Results And Discussion

Each speech situation has its own set of clichéd phrases. We considered the options for clichéd vocabulary of speech etiquette in Russian, Arabic and English in the following etiquette situations: greeting, farewell, form of address, apology. In the course of the study, in order to achieve the most relevant results of transmitting clichéd phrases in Arabic, students (Arabs) were observed and interviewed. Within the study achieving the most relevant results of the transfer of clichéd phrases in the Arabic language was conducted by observing and interviewing Arab students (Fathi & Dastoori, 2014).

One of the important forms of speech etiquette is greeting which represents an expression of courtesy and goodwill. The official greeting in Russian is the word "Здравствуйте" which means to wish health to another person. It is accepted to use both in formal and informal communication. Unofficial is "Привет". It is not difficult to learn these forms of greeting for Arab students. But in

comparison with Arabic and English they can't say "Привет" to the teacher. It is unacceptable in the Russian speech tradition.

The Arabs greet each other by wishing each other peace because *سلام* in Arabic means peace, security, prosperity. In the Arabic language there is no respectful pronoun "You". Thus, the Arabs express greetings to all present people around them.

As for the English language here the official greeting is "Hello" which correlates to the Russian "Здравствуйте!" (Fedosov 2015; Kovyrshina 2007).

The next form of speech etiquette is farewell.

In Russian the official form of farewell is "До свидания" which means "see you again", "Until next time". Also foreign students often use the expression "До встречи" in relation to the addressee combining it with a respectful pronoun "Вы".

According to the English speech tradition it is customary to use "Goodbye!" And in Arabic the official farewell *مع السلامة* means "Goodbye", "До свидания" in the meaning "With Peace!". But also Arabic official farewell! *مع السلامة* can be interpreted like unofficial "Bye" which correlates to unofficial Russian "Пока" and "Давай, пока". It is necessary to prevent this speech error in time in order to avoid violation of the accepted alignment of social roles and familiar behavior towards the teacher.

Unlike the Russian language in English and Arabic There are no formal distinctions between the forms "Ты" (informal Russian address "You") and "Вы" (formal Russian address "You"), so students need to know the information about the correct use of a particular form. Russian speech etiquette is the right choice of form of address in the use of which students may have difficulties mainly due to the fact that the whole range of meanings of Russian pronouns is enclosed in one English form "You" and in Arabic form *انت* corresponding to Russian formal "You".

The next important form of speech etiquette is an official appeal to the teacher, which has its own specific characteristics. In Russian speech etiquette is adopted a three-name system of address: surname, first name and patronymic. In formal and informal situations the way to address adults and the way students address to their teachers is using name, patronymic and pronoun "Вы". The address by the position held or profession practically is not applied except for the use of the address "Professor". Unlike Russian in English speech etiquette the use of the name of a person's profession is considered the norm, for example, "Учитель" (Teacher). Also students often use "Madam" which is a mistake in relation to the Russian teacher.

In Arabic as in English the official form of address to the teacher is considered to be *استاذة* ("Teacher"). Also the most common expression of Arab students addressing the teacher is "Miss" which have many meanings in English and can be interpreted as "to feel sad because you can no longer see somebody or do something that you like". Thus the wrong interpretation can put the student in confusing position.

The next form of speech etiquette is an apology. As a rule when apologizing in case of any misconduct "Извините" or "Простите" is used adding a more polite "Пожалуйста" form, as well as when we address to a stranger with a request thereby disturbing a person (Krysenko & Sukhanova 2011). Russian lexemes are freely used in place of English versions, all it takes is to change the intonation and context (Scanavi, 2005).

A distinctive feature of expressing an apology in English speech behavior from a Russian is a mutual apology when a person says "Извините!" and "Простите!" to "Извиняю!". Insufficient knowledge of the rules of speech etiquette of a representative of another nationality can sometimes confuse the interlocutor.

English "Excuse me" may have a translation "Извините" and "Простите" and Sorry may have a translation "Простите" and

"Мне очень жаль". If you are to blame then you say "Sorry" and if you are just going to bother someone then you say "Excuse me".

In Arabic speech behavior as in Russian, *معذرة* ("Извините") and *اسف* ("Простите") are used when expressing an apology, but when adding a polite form "Пожалуйста" the expression *من اسف* *من فضلك* is used (Простите / Извините, пожалуйста). If the address is for the purpose of any request then *عفو* is used.

#### 4 Summary

So the following conclusions can be made.

In the course of the study the features of using cliché-phrases of greeting, farewell, address to the teacher, apologies in Russian, Arabic and English language cultures were identified and analyzed. In the course of studying the main aspects of speech behavior of representatives of different cultures and nationalities, various formulas of speech behavior were also analyzed. They may differ depending on the situation in the process of intercultural communication.

Due to the identified differences the system of the following exercises can be very useful: dialogs with substitution, problem-searching types of tasks, acting out situations simulating some moment of communication, composing dialogs, documents, role-playing games, visual and multimedia stuff (Odlin, 2012).

#### 5 Conclusions

It seems relevant that the understanding of interdisciplinary connections, the use of knowledge related to the ethnic group and culture, traditions and etiquette of the country of the studied language significantly improves the quality of practical, scientific and theoretical training of students: "Students learn to integrate concepts and theories, solve problems, ask questions in ways that go beyond single» (Efremova, 2018). A significant advantage of this approach to learning is that students master the generalized nature of cognitive activity.

It is important to develop skills and abilities in the assimilation of various situational and social rules that native speakers follow. It is necessary to master the basic rules of speech etiquette in intercultural communication, depending on the speech situation and to respect the values and traditions of other nationalities in order to avoid misunderstanding and conflicts of interest.

Having studied the main aspects of speech behavior in Russian, Arabic and English and analyzed the options for their use depending on sociolinguistic factors and functions, we defined the address as a etiquette speech unit which plays a major role in interpersonal communication and creates a special communication space.

#### Acknowledgements

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

#### Literature:

1. Baimuratova S. M.: Teaching speech etiquette in English lessons // Young scientist. Vol.24. 2018. 302-303. P. URL <https://moluch.ru/archive/210/51551/>
2. Baimuratova S. M.: Teaching speech etiquette in English lessons // Young scientist. Vol.24. 2018. 302-303. P.
3. Brown P., Levinson S. D.: Politeness: Some Universals in Language Usage. Cambridge: Cambridge University Press, 1987
4. Coulmas F.: New Perspectives on Linguistic Etiquette. Mouton de Gruyter, 1991.
5. Efremova, J. A.: Goryacheva, O. N.; Radionova, S. A.: Potanina A. V. Interdisciplinary Approach Implementation In Teaching English as a Foreign Language // Modern Journal of Language Teaching Methods, Volume: 8 Issue: 11, 2018 284-288. P.

6. Fedosov V. A.: teaching speech etiquette at the lessons of literary reading // Primary school. Vol. 12. 2015. 51-54. P.
7. Formanovskaya N. I.: Speech communication: communicative-pragmatic approach: monograph. M.: Russian language, 2002. 216 p.
8. Nikulicheva D.V.: How to find your way to foreign languages. Textbook. Flinta Publishing House: Science, 2014. 296 p.
9. Kryuchkova L.S.: Practical Methods of Teaching Russian as a Foreign Language: textbook / Kryuchkova L.S., Moshchinskaya N.V. M.: Flinta Publishing House: Science, - vol.4. 2013. 480 p.
10. Miller L.V., Politova L.V., Rybakova Y.I.: Once upon a time ... 28 Russian lessons for beginners: textbook / L.V. Miller, L.V. Politova, Ya.I. Rybakova.- vol.14 - SPb.:2016. 152 p.
11. Kovyrshina N.B.: Arabic language and some aspects of intercultural communication. M.: Vestnik RUDN University. Series "education: languages and specialty". vol 2 (5), 2007.117-119. p. <https://cyberleninka.ru/article/n/arabskiy-yazyk-i-nekotorye-aspekty-mezhkulturnoy-kommunikatsii>
12. Krysenko T.V., Sukhanova T.E.: About teaching Russian speech etiquette to foreign students // Russian philology. Vestnik of the Kharkov National Pedagogical University named after G. S. Skovoroda. № 1-2 (44). 2011. 119-123. P.
13. Martin, M.: Yhteistä ja erityistä – johdantoa teemanumeron kirjoituksiin. Virittäjä, 113, 321 – 328. E-journal. <http://ojs.tsv.fi/index.php/virittaja/article/view/4200/3917>. Access date 27.05.2019.
14. Noponen, A.-L.: 1999. Sinä vai te? Kielikello 2/1999. Electronic article. <http://www.kielikello.fi/index.php?mid=2&pid=11&aid=523>. Access date 3.05.2019.
15. Odlin, T. 2012. Language Transfer and Cross Linguistic Studies: Relativism, Universalism, and the Native Language. Electronic book. The Oxford Handbook of Applied Linguistics (2 ed.) ed. Kaplan, R. B. <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195384253>.
16. Ratmayr R.: The Pragmatics of Apology: A Comparative Study on the Material of the Russian Language and Russian Culture / trans. from German E. Aralova. M.: Languages of Slavic culture, 2003. 272 p.
17. Sapin M.R.: Human anatomy - basic science in medical education // Medical education and professional development. Vol. 2. 2011. 96-97. P.
18. Scanavi A. A.: Specificity of Arabic speech etiquette in the sphere of official and business communication, Moscow, 2005. <http://cheloveknauka.com/spetsifika-arabskogo-rechevogo-etiketa-v-sfere-ofitsialno-delovoy>
19. Uspensky L.V.: Why not otherwise? Etymological Dictionary. M.: ACT; Vladimir: Zebra E., 2009. 460 p.
20. Sohrabi, M.: The Relationship between Non-Financial Innovative Management Accounting Tools and Risk and Return of Iranian Stock Market Listed Companies. Dutch Journal of Finance and Management, 1(2), 2017. 40 p. <https://doi.org/10.29333/djfm/5816>.
21. Fathi, S., Dastoori, A.: Investigating the Impact of Women's Social Base on their Political Participation: a Case Study on Women in Tehran District 2 (Shahrara), UCT Journal of Social Sciences and Humanities Research, 2(2), 2014. 81-86 p.

**Primary Paper Section: A**

**Secondary Paper Section: AO**