

Acquiring German Language via Making a Dialogue

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Abstract: Language learning is a complex process to accomplish because it equips learners not only with linguistic capabilities but also culture and tradition of that society. Learning German through dialogue conversation is the best way to fully acquire that language. Furthermore, dialogue conversations require short and long talks between learners and among them. What's more, dialogue conversations are focused on long talks about culture, for example, beautiful cities and sightseeing places to visit. This paper highlights the ideas of linguistics about dialogue conversations and methods of research on it.

Keywords: German language, city in Germany, culture and traditions, dialogue talks.

Introduction. A society we live in having a wide choice of languages to study and speak, communicate, use and enjoy, but that one requires us a much energy to invest in making a huge progress. Furthermore, making a dialogue needs much knowledge in studying phonetics, grammar, vocabulary as it enhances communicative abilities of students in German language classes. Furthermore, this kind of method can strengthen the communicative abilities of students in acquiring German language and they are able to perform as native-speakers while presenting the culture and tradition of German, its magnificent cities with sightseeing places to visit. The consistence of dialogue should be based on a wide range of vocabulary resources to use in oral context because insufficient of words in describing the details one by one may hinder the speaker to express his full idea according to the topic as well. Vocabulary is fundamental to acquire a language but a terminology is important to study technical one (Abdinazarov X.Sh. 2023:11). Moreover, we highlight the statements of distinguished, eminent scholars according to the advantages of making a dialogue in acquisition German language. We made a qualitative experiment by conducting a survey in designing in person-interview with adult students after presenting culture and traditions of Germany in class. As a result, the collected data indicated in the diagram.

Long and short dialogue talks in FL. Better learning require sufficient knowledge and information on culture and tradition of that society. Culture on sightseeing places to present may increase learners' vocabulary awareness to the new topic. A great deal of linguists stated their ideas towards long and short talk dialogue conversations:

According to some scholars' (Mercer & Littleton, 2007; Resnick, Asterhan, & Clarke, 2015; Snell & Lefstein, 2017) statement, productive dialogue is essential for learners learning a language. However, a lot of scientists such as (Black, 2004; Clarke, Howley, Resnick, & Rose, 2016; Sedlacek & Sedova, 2017) claimed that a lot of students do not take part in whole-class dialogues Clarke et al. (2016:29) stated that this situation casts 'a shadow on dialogic instruction' and they encouraged further exploration of whether classroom discourses can be developed in ways that better distribute productive whole-class dialogues. Besides, listening to recorded dialogues enables you better learning German language. Dialogue-listening is always active way of learning a language, especially, being aware of sentence construction and recognizing the grammatical and

ISSN 2792-1883 (online), Published in Vol: 3 No: 10 for the month of oct-2023

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spelling errors. Wells & Mejia-Arauz, (2006) indicated that on the contrary that, as only a few students are involved in the dialogue, many are excluded from learning through talk in an activity where the reciprocal nature of classroom communication is potentially played out at its richest. Additionally, linguists and local people of different languages, cultures, and

traditions could employ loan words in society as well as members or representatives of all spheres of science often deploy them in written and spoken contexts as well (Abdinazarov X.Sh. 2023:277).

Research Methods. We organized a German class with 15 students and let them to express their ideas and knowledge according to culture and traditions of Germany, especially, cities, sightseeing places to visit. They made a dialogue with each other about cities such as Frankfurt, Munich, Berlin, Dusseldorf with magnificent corners to study and learn. They presented each details with sufficient vocabulary knowledge and grammatical rules and phonetic capabilities as well. Besides, the long and short talk dialogues was effective learning for students to obtain linguistic skills such as speaking, writing, and reading

Barno: Guten Morgen!

Alisher: Hello

Barno: wei geht's?

Alisher: vielen danke

Barno: freut mich

Barno: Wohin gehst du? Und du?

Alisher: ih fahre nach Munchen, es ist sehr großartig. Es gibt Olympiastadion, BMW- und Mercedes-Unternehmen.

Barno: ja, Ich war letztes Jahr dort.

Conclusion. In acquiring German language learners need to follow a wide range of tasks to accomplish, one of them is making a dialogue which involves them to present their thoughts in different way. It may also motive them to state their words without feeling shame of pronouncing words or fear of losing himself in front of course-mates in classes, increase self-awareness, not hesitating to making some errors. We made a survey with students on the issues of long and short dialogue talks and its effectiveness German language Classes. The result was obvious and indicated most of learners prefer more tasks to accomplish.

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