3.   Rabinovich, F.M. & Sakharov, T.E. Intensivnye metodu obuheniia inostrannym yazykam i srwedniaia shkola [Intensive methods learning of foreign languages and high school]. *Inostrannyi yazyk v shkole – Foreign language in school, 1,* 9 –17 [in Russian].

4. Pasiv, E. I.(1991).   *Kommunikativnyi metod obucheniia innostrannomu yazyku [Communicative method of l*earning *foreign language].* M.: Prosveshchenie [in Russian].

5. Shekhter, I. Yu.(2005). *Zhivoi yazik [Living language].* M.: Rector [in Russian].

6. Yemelyanova, D. V.(2011). Formuvannia hotovnosti maibutnikh uchiteliv humanitarnykh dystsyplin do samostiinoi roboty v umovakh kredytno-modulnoho navchannia [Formation of readiness of the future teachers of the humanities to self study in terms of credit-modular training]. *Candidate's thesis.* Odesa [in Ukrainian].

Yeremenko Tetiana & Lukyanchenko Iryna

CLASSROOM DISCOURSE IN PRE-SERVICE ENGLISH TEACHER EDUCATION

South-Ukrainian National Pedagogical University named after K. D. Ushinsky, Odesa, Ukraine

Abstract. The article deals with the problem of mastering teacher talk within pre-service English teacher education. Verbal interaction between the teacher and pupils constitutes an indispensable part in all classroom activities. A series of tasks aimed at developing students' teacher talk skills was worked out. It includes three groups of activities: analytical activities, knowledge activating activities and interactive activities (such as role-plays, simulations and scenarios). The activities proved to have an advantage of involving students in the process of fulfilling authentic tasks closely related to their future profession providing them with plenty of practice and opportunities for interaction. Thus integrating classroom discourse training into the process of pre-service foreign language teacher education is a rewarding experience.
Keywords: classroom discourse, teacher talk, verbal interaction, pre-service English teacher education.

   Despite significant developments in foreign language teaching practices at the university level, the problem of training verbal communication in the classroom has not lost its vital character. Teaching is one of the types of social activity with its specific relation between teaching and learning as two socially conditioned activities, realized in complex. The complex of teaching and learning activities determines and organizes the whole system of didactic

relations and their concrete manifestations [6, p. 12], including verbal interaction. Teaching as an activity of organizing the learning process presupposes teacher preparation activity, activity of sharing knowledge and providing feedback, i.e. control of the process of learning and its results [6, p. 15]. Thus teacher talk in the classroom is practically always dialogical and the interaction between teachers and pupils constitutes an indispensable part in all classroom activities.

Over the years there has been continuing interest to teacher talk in the classroom: Gaies (1977, 1979) and Henzle (1979), Long (1981,1983), Long and Sato (1983), Sinclair and Brazil (1985), Ellis (1985), Malamah-Thomas (1987), Chaudron (1988), Lynch (1988, 1991), Nunan (1991), Lindholm-Leary (2001), Seedhouse (2004), Berlin (2005), Ellis & Barkhuizen (2005), Wright (2005), Robinson (2006), etc. According to the findings in the field [1; 7], teacher talk in the classroom constitutes about 70% of the time. The research works on the subject touch upon the issues of language means of effective teaching, classroom interaction features, talk turns between the teacher and learners, teacher talk types in college classrooms. Pedagogical discourse is analyzed in the diversity of its contextual realizations: Leontiev (1979), Karasik (1998), Mikhalskaya (2006), Antonova (2007), Penkov (2007), Oleshkov (2006), Yezhova (2007), Shcherbinina (2010) and others. However, the importance of mastering teacher talk in the English language classroom has received little attention in pre-service English teacher education.

Thus *the goal of our research* was to develop the linguistic and methodological content of pre-service English teacher instruction on effective teacher talk.

According to Oleshkov (2006) classroom discourse is a type of institutionalized discourse and it can be defined as "verbal interaction in the classroom" [3]. It is a relatively simple and more structured type of discourse than normal everyday conversation. Analyzing classroom discourse we see that it can be called simulated authentic discourse, as being produced for pedagogic purposes it exhibits features that have a high probability of occurrence in genuine acts of communication. It tends to consist of a simplified language, characterized by slower, more careful articulation, the more frequent use of known vocabulary items, attempts to endure comprehension via restatements, paraphrases, and the use of gestures and other nonverbal aids to understanding.

The main laws of teaching involve purposeful interaction of the teacher, learner and the subject studied as well as the learner's active participation. It is obvious that realization of these laws in foreign language teaching context is possible only when in concerted speech activity of the teacher and learner.

The communicative approach to teaching foreign languages presupposes situational and functional teaching paradigm. Primarily it means that speech activity in a language taught should accompany all other kinds of classroom

activities. Thus language is the central factor in the teaching frame. The teacher realizes speech control of the pupils' activity, explains the material, directs the pupils' attention, their verbal and non-verbal activity, checks and corrects their speech realizations, etc.

An important part of the teacher's speech activity is that of controlling the level of pupils' attention and comprehension at each stage of the lesson. The teacher's verbal behaviuor influences that of pupils, thus making speech one of the basic means of foreign language teaching. Therefore, foreign language teaching may be defined as the process of interaction, mainly verbal, between the teacher and pupils, which occurs during other kinds of activity and is determined by them.

Thus the role of verbal interaction is crucial to the success of the educational process, and students – future English teachers, in particular, require special training aimed at developing their skills of realizing classroom interaction via effective teacher talk. Students should acquire a wide range of up-to-date, accurate, authentic and idiomatic classroom phrases that will be of value throughout their teaching careers, to demonstrate the appropriate level of phonetic culture of their speech, to expound the content of the material studied, to organize pupils' activity, to control and evaluate knowledge and skills, taking into consideration the level of pupils' language proficiency and their age.

Despite the linguistic demands foreign language department graduates are seldom adequately prepared for the seemingly simple task of running an interactive class in the foreign language. They demonstrate a limited communicative-speech repertoire; they are unable to vary the loudness and tone of voice at the points of the lesson where there are significant changes of the function of what is being said, etc. Thus we recommend the complex of special activities for developing teacher talk skills in the interactive classroom. The following three groups of activities are suggested.

The first group included analytical activities. We encouraged students to analyze English classroom discourse samples (Standard British English was used as a model). Both written and video discourse samples were offered. The focus of the analysis of written materials (handbooks of School English and transcripts) was on the up-to-date, authentic, accurate classroom phrases; markers used to indicate the boundaries of various stages of the lesson; modifications of teacher's speech. Students studied what phrases English teachers use in different sections of the lesson, in various situations and activities, as the latter being generally quite concrete and have a very clear situational link. Examples of such tasks are given:

🞣 *Read the given extracts from three different conversations. As you read them decide: a) whether all the speakers were talking in the classroom, b) whether they are native or non-native users of English, c) define various language functions related to classroom interaction.*

🔸 *Read the following transcripts of classes. They are taken from the opening section of parallel classes with three groups of learners. In each case the teacher is giving instructions for the listening task. On the basis of teacher talk, try to define which of the groups is post-elementary, intermediate, and upper-intermediate.*

As video samples of classroom discourse students were suggested You Tube materials – the lessons of British English teachers. In-depth analysis of authentic classroom discourse promoted better understanding of its prosodic features, the unity of verbal and non-verbal means of communication, modifications of teacher's speech, code switching, teacher talking time. Students were familiarized with the interaction analysis researches: Moskowitz's FLINT (Foreign Language Interaction) [2], Flanders' FIAC (Interaction Analysis Categories) [1], which provided them with useful information about both the pedagogic and the social aspects of classroom interaction, teacher talk role being most vivid. Besides, the content of instruction embraced the research data by Sinclair and Coulthard [5]. The scientists singled out the speech acts which describe each utterance in classroom verbal interaction, such as: metastatement, marker, comment, starter, directive, check, nomination, reply, elicitation, accept, prompt, clue, cue, bid, acknowledge, reply, react, conclusion, loop and aside.

Special attention was paid to the prosodic means of providing effectiveness of classroom discourse. Prosody performs the following functions in discourse: differentiating (that is distinguishing the discourse segments as to their functions); integrating (that is correlating the intonational structures of discourse elements in their performing the general communicative purpose of discourse as a whole); delimiting (that is marking the boundaries of functionally heterogeneous segments). Prosody acts as an organizer of discourse and as an aid to the students in their orientation in the functional-communicative discourse structure. The most important role of prosody is in the speech acts which are of the same lexico-grammatical content but different as to their function, for example, in such speech acts as accept, evaluation, check and marker, which are almost always realized in classroom discourse by the sememes like "Right", "Well", "Ok", "Good". Besides, the functions of the lexico-grammatical structure and prosodic shaping often do not coincide, the functional relevance being in prosody. It was taken into consideration when creating tasks. For example, students were suggested the following activities:

🔸 *Study the piece of classroom discourse. Single out the metastatements, which initiate, terminate, sum up, correct, and restate other speech acts. What are the main functions of the metastatements used in the video?*

🔸 *Study the piece of classroom discourse and the acts, which describe each utterance. Can you name each of the acts used here on the basis of the sort of utterance it is applied to?*

414

✦ *Watch a piece of classroom discourse. What can you say about the teacher talk? Comment on the teacher's role in the classroom. Is he the central focus? Is he friendly or stern? Is teacher's voice pleasant, relaxing?*

✦ *Watch a classroom discourse fragment and explain the teacher's way of expressing praise or critique. What is the role of prosody in it?*

✦ *Watch the video of classroom interaction and share your impression of the pupils' feelings. Are they bored/interested/angry/amused or whatever and why? What is the general class atmosphere during the lesson? Is the teacher talk artificial or authentic?*

These activities helped to involve students in developing the cognitive, analytical and interactive skills necessary for their teaching in future.

It is important to consider the mode of classroom interaction to make the suggested activities more effective and not time-consuming. Thus we opted for cooperative learning techniques which facilitate learning process by integrating skills that contribute to students' mastering in classroom discourse. We realized that the smaller the group, the more each member talks and the faster the decisions are made. That is why our students were offered to work over the activities in pairs or in groups of three.

The second group of activities was aimed at activation of the materials studied. For example:

✦ *React to the following statements made by pupils. Try to think of more than one appropriate reaction for each statement.*

✦ *Listen to the section of classroom discourse. When I stop the video, try to guess what the teacher will say next.*

The third group involved interactive activities, such as role-plays, simulations and scenarios. The aim of these activities was to "simulate" a real-life situation related to classroom interaction, to provide an experience in genuine classroom discourse as close to the real situation as possible.

The main objective of the role play was to simulate speech utterances that are acceptable in a given communicative situation. In the role plays, students were encouraged to act according to the script. Scenarios provided verbal interactions between students performing different roles in order to implement their own programs of behaviour within a given communicative situation. It, giving a detailed description of the situation, leaves the problem solution to the students, who themselves interpret their roles. Simulation as a comprehensive, complicated scenario supported the role interaction for several episodes. For example:

Level: Advanced

Organization: Small groups of 3 students.

Procedure:

You are a teacher of English. The aim of your lesson is to explain the Present Perfect Tense. Give necessary explanations. Answer your pupils'

415

questions.

You are a pupil. You don't understand how to make interrogative sentences in Present Perfect Tense. Ask your teacher to help you.

You are a "weak" pupil. You don't understand your teacher's explanations and you are asking her what is difficult for you.

Interactive activities mentioned above gave the students an opportunity to organize their knowledge, to identify and fill the gaps in their knowledge of classroom interaction peculiarities, to practice with fellow-students, and to "lose their feelings of inhibition and embarrassment at being called on to speak the foreign language through taking on the personalities of the people they are role-playing" [4, p. 201].

After the role play/scenario/simulation had been finished the feedback session was organized. The objective was to discuss whether the activity was successful and to what extent the role play/scenario/simulation was relevant. As a result the list of effective teacher talk techniques was made. It was little by little supplemented and finally used as a guide during students' practice teaching.

The resultant positive changes in our students' classroom discourse and their lesson plans convince us of the efficacy of the activities suggested. In fact, 81% of the students in experimental group showed an improvement of their teacher talk skills, whereas in control group only 39% had positive results.

In conclusion, we can say that verbal interaction is of great importance for the success of classroom communication. Therefore, future English teachers, require consecutive linguistic training aimed at developing their skills in classroom discourse as a type of their professional discourse. The activities we have outlined in our research have an advantage of involving students in the process of fulfilling authentic tasks closely related to their future profession providing them with plenty of practice and opportunities for interaction.

The prospects of future research are to investigate student talk as a significant component of classroom discourse within interactive paradigm.

References translated and transliterated

1. Flanders, N.A. (1965) *Teacher influence, pupil attitude and achievement.* Washington, C.D.: Government Printing Office [in English].
2. Moskowitz, G. (1967) The FLint system: an observational tool for the foreign language classroom. *Mirrors for behavior: an anthology of classroom observation instruments.* A. Simon and E.G. Boyer (Eds.). Section 15, (pp. 1-15). Philadelphia: Center for the Study of Teaching at Temple University [in English].
3. Oleshkov, M.Yu. (2006) Osnovnyye parametry modeli professional'noy kommunikatsii (na primere didakticheskogo diskursa) [The main parameters of professional communication model (on the material of didactic discourse)].

A.A. Verbitskiy, N.V. Zhukova (Eds.), *Sotsiokul'turnyye problemy v obrazovanii – Socio-cultural problems in education:* Interuniversity collection of scientific papers. (pp. 62-71). Moscow: RITS MGOPU named after M.A. Sholokhov [in Russian].

4. Rivers, W. M. (1981) *Teaching foreign-language skills*. (2nd ed.). Chicago: University of Chicago Press [in English].

5. Sinclair, J.M. & Coulthard R.M (1975). *Toward an analysis of discourse.* London: Oxford University Press [in English].

6. Skatkin, M.N. (Eds.). (1982). *Didaktika sredney shkoly: Nekotoryye problemy sovr. didaktiki [Didactics of high school: Some problems of the present-day didactics]*. Moscow: Prosveshcheniye [in Russian].

7. Stubbs, M. and Delamont, S. (1976) *Explorations in classroom observations*. London: Wiley [in English].

Yeremenko Tetiana & Yumrukuz Anastasiia

DEVELOPING QUESTIONING TECHNIQUES IN PROSPECTIVE ENGLISH TEACHERS

South Ukrainian National Pedagogical University named after K.D. Ushynskyy Odesa, Ukraine

Abstract. *The study focuses on developing questioning techniques in prospective English teachers. It is argued that questions in the English learning classroom are used as a tool of establishing and maintaining the contact with the classroom, introducing new material, checking the level of comprehension, assessing the previously obtained knowledge. A complex of tasks aimed at developing questioning techniques of MA students both before and within practice teaching is suggested.*
Keywords: *questioning technique, prospective English teachers, master students, practice-teaching.*

> *Good learning starts with questions, not answers.*
> G. Claxton

Scientists have argued convincingly that the act of questioning is central to thinking, to storing and communicating knowledge and social interaction. Questioning plays a significant role in the classroom being a means of exchanging information and an effective tool of student-teacher, student-student interaction; teaching per se is defined by Socrates as "the art of asking