

МИНИСТЕРСТВО НАУКИ И ВЫШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное
образовательное учреждение высшего образования
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ВЫПОЛНЕНИЮ ПРАКТИЧЕСКИХ РАБОТ
ПО ДИСЦИПЛИНЕ
«СТРАТЕГИИ ПЕДАГОГИЧЕСКОГО ДИСКУРСА В ОБУЧЕНИИ ИНОСТРАННЫМ
ЯЗЫКАМ»

Направление подготовки	45.04.02 Лингвистика
Направленность (профиль)	Современные методы прикладной лингвистики и перевода
Год начала обучения	2026
Форма обучения	очная
Реализуется в семестре	1

СОДЕРЖАНИЕ

ВВЕДЕНИЕ.....

ПЛАНЫ ПРАКТИЧЕСКИХ ЗАНЯТИЙ.....

Введение

Целью освоения дисциплины «Стратегии педагогического дискурса в обучении иностранным языкам» является формирование у студентов знаний в области построения иноязычного педагогического дискурса на основе разнообразных речевых стратегий и тактик, а также развитие иноязычных устно-речевых умений, необходимых для осуществления профессиональной коммуникации средствами иностранного языка.

В задачи курса входит:

- усвоение языковых и речевых единиц, используемых в процессе построения иноязычного педагогического дискурса;

- формирование дискурсивных навыков, необходимых в различных ситуациях и формах профессиональной педагогической коммуникации в процессе обучения иностранному языку.

Дисциплина «Стратегии педагогического дискурса» входит в вариативную часть блока 1 «Дисциплины» подготовки магистра. Ее освоение происходит в 3 семестре.

В результате усвоения тем и разделов дисциплины «Стратегии педагогического дискурса», работы на практических занятиях у обучающихся должны сформироваться следующие компетенции:

Код	Формулировка:
ПК-4	Способен применять лингводидактические знания при решении исследовательских, педагогических и прикладных задач, комплексно работать с лингвистической информацией в педагогической деятельности.
ПК-5	Способен свободно владеть методами научного исследования, конструировать, обосновывать и использовать в исследовательской деятельности теоретические концепты, формулировать новые цели и достигать новых результатов в соответствующей предметной области.

В результате освоения дисциплины обучающийся должен:

- Знать:

- современные коммуникативные технологии
- особенности профессионального общения на иностранном языке.

- Уметь:

- применять современные коммуникативные технологии.
- осуществлять образовательную деятельность на иностранном языке, и создавать условия для овладения учащимися иностранным языком.

- Владеть:

- готовностью применять современные коммуникативные технологии.
- готовностью осуществлять профессиональное общение на высоком уровне владения иностранным языком и осуществлять образовательную деятельность на иностранном языке, и создавать условия для овладения учащимися иностранным языком.
- Методами сбора и структурирования информации, необходимой для разработки оптимальных стратегий и тактик использования речевого воздействия

Методические указания выступают в качестве информационного и практического источника и могут быть использованы для очного и дистанционного обучения.

Практическое занятие 1

Тема: English classroom discourse.

Цель: систематизация представлений о педагогическом общении на английском языке как особом типе дискурса.

Знания и умения, приобретаемые студентами: студенты должны усвоить базовые понятия дискурс, общение, коммуникация, речевое поведение, коммуникативное поведение, коммуникативный стиль.

Формируемые компетенции: ПК-4, ПК-5

Актуальность темы определяется тем, что в ее рамках осваиваются ключевые понятия дисциплины и формируется базовое представление о дискурсе, а также педагогическом дискурсе как особом виде общения.

Организационная форма занятия: дискуссия, целью которой является повышение интенсивности и эффективности процесса восприятия за счет активного включения обучаемых в коллективный поиск истины. Каждый из участников дискуссии учится точно выражать свои мысли при выступлении, активно отстаивать свою точку зрения, аргументированно возражать или опровергать ошибочную позицию.

Теоретическая часть

The open and liberal ideas of the 20th and 21st century have challenged standard models of language teaching and changed the understanding of the teacher's competences. The **communicative approach** to language teaching reflects social tendencies of the period and '**communicative competence**' has become a catchphrase in public debate about communicative language teaching.

Naturally, the importance of the language teacher's readiness to communicate professionally in the framework of the communicative language teaching should be investigated. Thus, we should first approach the notion of **professional competences**.

Professional competences are the system of knowledge, skills, abilities and motivational disposition which provide the effective realization of the professional teaching activities. Teachers' professional competences are determined by the social-interaction characteristics of the instructional process.

The investigators agree about differentiation of the educational and program teacher competences. But, they don't agree about the status of the communication competence: is it a different competence, is it the third teacher's professional competence, and is it the part of the educational and/or program competences? According to the continuity of the teacher's professional/vocational development, the teacher's professional improvement means the development of three fundamental professional competences: **educational competences**, **program (content) competences** and **communication competences**.

Foreign and second language pedagogy has undergone many studies in recent years in the field of Linguistics. With a greater demand for people to speak more than one language worldwide, a number of studies have been dedicated to observing and improving foreign language education. This led to an increasing demand for foreign language teachers (this primarily applies to non-native speakers) to upgrade their level of **communicative competence**.

In the framework of the psychology studies indicators of communication competence are: **interaction involvement, conflict resolution style and team-work attitudes**. **Communicative competence** in Language teaching in the United States (which is primarily based on the idea that the goal of language acquisition is the communicative competence) is viewed as the ability to use the language correctly and appropriately to accomplish communication goals. Thus, communicative competence is made up of four competence areas: **linguistic, sociolinguistic, discourse**, and **strategic**¹.

¹ <http://www.nclrc.org/essentials/goalsmethods/goal.htm>

• **Linguistic competence** is knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

• **Sociolinguistic competence** is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

• **Discourse competence** is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?

• **Strategic competence** is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

In classroom learning and teaching, a large proportion of time is spent in talking and listening. Being one basic medium of classroom interaction, talking (by which we primarily mean **classroom language**) should play a crucial part in the process of learner development. Besides, the quality of **classroom discourse** is of great importance because it sets a suitable climate for learning and transmitting teachers' expectations for their pupils' thinking (Nystrand, 1997:28).

The foreign language classroom situation represents a genuine social environment which allows meaningful situational use of the language. This is real interaction between the teacher and the learner, the medium of which is the language studied (English in particular).

Classroom English is the kind English used by a teacher in a classroom situation. It certainly is a language for special purposes which has to be purposefully learned and includes words and sentences a teacher may use during an EFL class.

Вопросы для собеседования:

1. Explain the notion of communicative competence of a foreign language teacher.
2. Define the communicative competence components.
3. How would you characterize authentic and non-authentic classroom communication, native-speaking (NS) teacher and non-native-speaking (NNS) teacher?
4. What is communication and discourse?
5. Explain the notion of a classroom discourse.
6. What is understood by "classroom English"?

Задания:

1. Read the following text, present a summary and comment on the final sentence. Try to guess what the author might say about a discourse both as a product and a process.

Approaches to discourse

There are two different kinds of language - two potential objects of study: one abstracted in order to teach a language or literacy (to study how the rules of language work) and which has been used to communicate and is felt to be coherent (and may or may not correspond to a correct sentence or a series of correct sentences). The latter kind of language (language in use, for communication) is called **discourse**. The search for what gives discourse coherence is known as **discourse analysis**.

Discourse analysis is the examination of language use by members of a speech community. It involves looking at both language form and language function and includes the study of both spoken interaction and written texts. It identifies linguistic features that characterize different genres as well as social and cultural factors that aid in our interpretation and understanding of different texts and types of talk. A discourse analysis of written texts might

include a study of topic development and cohesion across the sentences, while an analysis of spoken language might focus on these aspects plus turn-taking practices, opening and closing sequences of social encounters, or narrative structure.

The study of discourse has developed in a variety of disciplines-sociolinguistics, anthropology, sociology, and social psychology. Thus discourse analysis takes different theoretical perspectives and analytic approaches: speech act theory, interactional sociolinguistics, ethnography of communication, pragmatics, conversation analysis, and variation analysis (Schiffrin, 1994). Although each approach emphasizes different aspects of language use, they all view language as social interaction. There are two views of discourse structure: as a product and as process.²

2. Look at the following list of situations which require you to speak on academic courses. Which situations have you experienced either in your native language or in English?

	English	Own language
Giving a formal presentation		
Participating I a group discussion		
Leading a class/group discussion		
Discussing and giving your opinion on articles you have read		
Speaking with an academic		
Discussing feedback on your written work (article, research proposal, etc.)		
Other		

3. Find a video or an audio record of a pair of native speakers engaged in conversation, perhaps over coffee or lunch. Bring it into the classroom for your peers to listen to. Ask them to identify patterns in the recorded linguistic behavior. In this case, pay attention to the backchanneling behavior of the participants. Is the same backchannel token used repeatedly, or is there variation? Transcribe the conversation so that students can count the number and types of backchannel tokens and examine their placement within the discourse. Analyze specific discourse features individually, in pairs or in small groups. These are some questions to consider:

- How often do the participants use a backchannel token?
- How does backchanneling contribute to the participants' understanding of and involvement in the conversation?
- How can differences in backchannel frequency be explained?
- How does backchanneling work in your native language?

This set of authentic language data can be repeatedly examined for other conversational features, then later compared to discourse features found in other speech events. This discourse approach to language learning removes language from the confines of textbooks and makes it tangible, so that students can explore language as interaction rather than as grammatical units.

4. Think about the following points related to the delivery of a presentation. Which would you consider appropriate or inappropriate, and which depend on the presentation? ³

	Presentation skill	Appropriate	It depends	Inappropriate
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² <http://www.cal.org/resources/digest/0107demo.html>

³ <http://info.englishcentral.net/downloads/EASSpeak&PronSample.pdf>

	The presenter puts too much information on each slide			
	The presenter uses color to enliven his slides			
	The presenter reads from a script			
	The presenter memorizes a script and recites it			
	The presenter uses notes			
	The presenter pauses after each main point			
	The presenter reads all the information on the slide			
	The presenter stands in one place all the time			
	The presenter speaks at the same speed all the time			

5. Look at the following range of speaking skills. Indicate which of these you feel to be easy or difficult for you (5=I can do this well, 1=I do not feel confident at all).⁴

Speaking skill					
I can speak accurately without making too many grammatical mistakes					
I can speak without hesitating too much					
I can find ways to communicate my meaning, even if I cannot find exactly the right words					
I can usually find the words I need to say what I want					
Most people can understand my pronunciation					
I can speak confidently in front of an audience					
I can contribute affectively in group discussions					
I can talk confidently in my own subject area					

6. Analyze the table below that contains speech patterns and complete the following sentences:
a) I find speaking in English difficult when
b) I find using English at university can be different from other situations. I think it is important to be able to speak but some people feel
c) I agree with others in the class that.....⁵

7. Prepare the following reports:

- 1) Cultural features of the English classroom discourse.
- 2) ESL teacher training in the framework of the competence-based education.
- 3) The structure of an ESL teacher competence.

⁴ <http://info.englishcentral.net/downloads/EASSpeak&PronSample.pdf>

⁵ <http://info.englishcentral.net/downloads/EASSpeak&PronSample.pdf>

Практическое занятие 2

Тема 2. **Styles and principles of the foreign language classroom communication.**

Цель: систематизации представлений о стилях и принципах иноязычного педагогического общения.

Знания и умения, приобретаемые студентами: студенты должны уметь характеризовать стиль, стиль общения, принцип общения.

Формируемые компетенции: ПК-4, ПК-5

Актуальность темы определяется тем, что в ее рамках формируется соответствующее современным научным воззрениям представление о стилях и принципах иноязычного педагогического общения.

Организационная форма занятия: **дискуссия**, целью которой является повышение интенсивности и эффективности процесса восприятия за счет активного включения обучаемых в коллективный поиск истины. Каждый из участников дискуссии учится точно выражать свои мысли при выступлении, активно отстаивать свою точку зрения, аргументированно возражать или опровергать ошибочную позицию.

Теоретическая часть

The word **style** is originated from Latin *stilus* meaning: 1) a sharp, slender pointed instrument used in writing; 2) a pen, needle, and 3) an engraving tool.⁶ Later in Latin the word **style** started to denote not only *the tool of writing*, by also the *manner of writing*. With this new meaning the word was borrowed into the Endo-European languages.

Style is used in all the spheres of human activity and is a key notion in most disciplines: *stylistics, literature, philosophy, psychology, logic, pedagogy, art history, culture studies*, etc. There are many definitions of style and approaches which treat this notion differently. Thus, it's hard to find and present a universal definition of this term.

Generally speaking, we need either a restrictive adjective to qualify the term style properly, e.g. *individual style, communicative style, speech style, writing style, teaching style*, etc., or a certain sphere limiting its usage (linguistics, literature, psychology, etc.). So, by **style** we can mean a person's speech manner, accuracy, "ideal" language proficiency, expressive coloring of speech, social and genre speech features, speech originality in this or that sphere of human activity.

The word style may lead to the statement: **style** is connected with choice (of words, sentences, approaches, methods, etc.).

For a foreign language teacher it is important to choose and apply appropriate teaching communicative styles so that he/she will be comfortable using when planning, preparing and delivering classes.

In Russian psychological and pedagogical studies there is a traditional communication styles classification: **authoritarian**, "**laissez faire**" ([,leisɪɪ'fɛə] / [,lesɪɪ'fɛ:]) and **democratic styles** where the latter has recently been recognized as the most desirable one. Russian scholars characterize this style in terms of cooperation, emotional comfort, a good rapport [ræ'pɔ:]/*взаимопонимание* between the teacher and the student. The language teacher's dominating tools in this case are **requests, advice, praising, approval, suggestive instructions, mild disapprovals** and **prohibitions being discussed** with the students.

In this case we can say that the **democratic style** presupposes a certain choice of the teacher's speech "material" which we'll further call "**verbal inventory**" to denote a more or less substantial set of the language teacher's phrases (language teacher's classroom vocabulary) used in a classroom. To put it in a different way, the teacher's choice of classroom words and phrases completely depends on the communication style he/she tends to turn to.

Although there are many similarities between the U.S. classroom and classrooms in other countries, the U.S. classroom is a unique blend of pedagogical approaches and cultural values that has been influenced by this country's historical roots, by influential thinkers

⁶ <http://www.edenics.net/english-word-origins.aspx?word=STYLE>

throughout the country's brief history, and by U.S. cultural values. The following are important cornerstones of the U.S. classroom learning environment: the rights of the individual, personal responsibility, freedom of choice, interactive learning, liberal education, independent thinking, and democratic principles.

Foreign language classroom communication (FLCC) is definitely based on certain specific principles that no other classroom communication is ever based on. Here we can suggest the following FLCC principles that need to be clarified further: **authenticity, emotional expressiveness, lingo-cultural relevance, socio-linguistic adequacy, variety, political correctness**. The above enumerated principles we, first of all, refer to the **strategies** realized in **speech patterns** (words, phrases) a foreign language teacher uses in a classroom⁷. These principles are of great importance for NNS teachers especially, while they are taken for granted by NS teachers and do not represent an obstacle to overcome.

Вопросы для собеседования:

1. Define "style" from the interdisciplinary perspective.
2. What are classroom communicative/discourse styles employed in Russian pedagogical tradition?
3. What are classroom communicative/discourse styles employed in English/American pedagogical tradition? State their features and advantages/disadvantages.
4. Name and describe the principles of a foreign language classroom communication.

Задания

1. Fill in the table suggested below and define the function of the speech patterns. Do they conform to the democratic communicative style? In case they don't replace the expressions by more appropriate ones.

Function	What you might say
	Good morning (girls and boys)!
	I'm your English teacher. My name is.... What's your name?
	Stand up! Sit down!
	Switch on the light!
	Close your eyes!
	Listen carefully!
	Look at me!
	Raise your hands! Put up your hands!
	Do it like me!
	Hurry up! Be quick!
	Be quiet! Quiet, please!
	Watch out! Be careful!
	Wait at the door!
	Don't run (rush)!
	Walk slowly!
	Let's begin! Let's start! Let's go on!
	Stop it (that), please. Don't do that!
	Bring me the...., please! Give me the....., please!
	Open the door! Shut the door! Shut the window(s)!

⁷ <http://www.dgpu.ru/f/userfile/file/AVTOREFERAT/arf-122.pdf> - Автореферат дисс...канд.пед.наук.: Сорокина С.В. «Дискурсивные стратегии педагогического общения в содержании профессиональной подготовки лингвиста-преподавателя»

	Open your book! Open your book at page...!
	In English, please, What's in English?
	Repeat (after me)! Say it again! Let's repeat! Again! Once more (again)!
	All together. Only you. Now in groups. Now you, and you, then you....
	Louder, please! Speak up! Slow down, please!
	Did you understand? Do you understand me?
	Let's play a game!
	Well done! Very good! Super! Lovely! Fine! Great! Bravo!
	O.K. All right! That's right! That's a good idea! I like that (very much)!
	Excellent! That's fantastic! Good work! Good girl! (boy)! You are a champion!
	It's okay. Never mind. That's all right!
	What would you like? What do you want?
	What's the matter? What's going on?
	Who'd like to sing? Who wants to sing? Who is going to sing? ⁸

2. Analyze the given phrases used by an English teacher and a student. Group them according to the strategies they belong to and lesson stages. Do all these expressions conform to a) democratic communicative style b) foreign language classroom communication principles? Explain your opinion.

Teacher → Pupil

- Can / could you give out these papers, please
- Take one between two, please.
- You will have to share.
- Would you pass the list round, please.
- Will you collect in the homework, please, [name]?
- Pass you papers/homework up to the front, please.
- Whose turn is it?
- I think it's your turn, [name]
- Take out your books, and turn to page [number]
- Write the sentences into your notebooks.
- Copy the exercise into your notebooks.
- Come out to the blackboard, please, [name], and write the first sentence.
- You can go back to your seat now.
 - Don't write anything down, yet. Just listen carefully.
- If you don't understand, ask me.
- Can you repeat what I have just said?
- Please all repeat together!
- Check your work carefully
- Check that you have written your name on the paper.
- Swap/exchange papers with your neighbor.
- Pay attention, please.
- You can ask questions later.
- Concentrate on what you are doing
- Cross it out neatly, and write it again.

⁸ <http://www2.vobs.at/ball-online/additional%20recources/classroom%20phrases.htm>

- Leave a margin.
- Can I have a volunteer?
- I need someone to help me.
- Today we are going to do a role play
- Imagine you are [somebody].
- Remember to bring [something] tomorrow.

Teacher ← Pupil

- Can/could you say it again, please.
- Can/could you repeat that, please.
- What's the English word for [German word]?
- What does [word] mean?
- What about...?
- Can you write it on the blackboard, please?
- Can I sit next to [name]?
- Can I be excused, please? Can I go to the toilet?
- I've forgotten my book. I left my book at home.
- I've made a mistake. Can I have another sheet of paper?
- It was my turn!
- I've left my homework at home.
- [Name] is away today.
- It's not my fault.
- Can I do it? I'll do it.
- I don't feel well.
- When do we get the marks / the results?
- When are we writing our next class-test?
- What are we going to do next?

Teacher: Encouragement

- Have a go! Have another try!
- Good! Excellent! Well done! That's great!
- That's much better! You're really improving.
- I'm really impressed. I knew you could do it!
- Stop making excuses.
- Don't worry, I'm sure you'll do better next time.
- Don't pretend you can't speak English, I know you can.
- Practice makes perfect.
- Your marks are getting better all the time.
- Your marks will get better if you practice more.

Teacher: Discipline

- Don't be rude.
- Don't disturb your neighbor.
- Don't shout, I can hear you.
- Stop that nonsense.
- Stop making excuses.
- Stop being silly/childish.
- Don't interrupt when somebody else is talking.
- I'm not going to accept work like this.
- I'm not going to accept behavior like this.
- I am not going to say this again.
- Just sit down and be quiet.
- Do your own work. Don't copy. No cheating.
- I want you to stay behind after the lesson.

- Come and sit at the front, [name].
- We will all have to wait until you're ready.
- I shall have to speak to your parents on parents' day.⁹

3. Prepare the following reports:

1. Political correctness in its role in foreign language teaching.
2. The classroom discourse style and its influence on a teacher's speech behavior.

Практическое занятие 3.

Тема3. Classroom discourse strategies.

Цель: формирование знаниевой и навыковой составляющей универсальной и профессиональной компетенций на основе систематизации представлений о классификациях стратегий педагогического дискурса.

Знания и умения, приобретаемые студентами: студенты должны знать основные стратегии организации иноязычного педагогического дискурса, а также применять данные стратегии на практике.

Формируемые компетенции: ПК-4, ПК-5

Актуальность темы определяется тем, что в ее рамках усваиваются основные стратегии иноязычного педагогического дискурса.

Организационная форма занятия: круглый стол.

Занятие организационно с целью углубления познавательной деятельности обучающихся, стимулирования интереса к поставленной проблематике и укрепления их объективной позиции. Обучающиеся стремятся найти общее решение по конкретному вопросу в формате заданной тематики, а также вступить в дискуссию или полемику по интересующим вопросам. Обсуждение проблемы, обмен мнениями, ценным опытом, поиск дополнительных возможностей и дискуссия при обсуждении вопросов проходит в динамичном режиме.

Круглому столу предшествует домашняя подготовка, состоящая в сборе и анализе теоретических сведений, а также в поиске эмпирического материала, иллюстрирующего ответы и подтверждающего позицию обучающегося.

В процессе обсуждения вопросов раскрывается широкий спектр мнений по выбранной проблеме с разных точек зрения, обсуждаются неясные и спорные моменты, связанные с данной проблемой, в конечном итоге достигается консенсус.

Преподаватель фиксирует выступление каждого участника круглого стола, оценивает убедительность его ответа по 5-балльной шкале. Право выступить поочередно предоставляется каждому из участников. В конце обсуждения подводятся итоги дискуссии, делается общий вывод и достигается консенсус.

Теоретическая часть

Communicative strategies have become the object of a special analysis in the second part of the 20th century and now are in the focus of the modern linguistic researches. The term is used in different fields of human studies (psycholinguistics, sociolinguistics, cognitive studies, etc.) and has not received a universal approach in its definition. G.V.Dimova suggests the idea that the use of the term “**strategy**” is very logical in linguistics as it is being elaborated in the process of the discourse initial planning up to its structure and organization¹⁰. In the theory of communication and verbal interaction strategies receive a widespread attention. Thus, interaction is studied through different strategies.

A **communicative strategy** may be characterized through the following statements:

- It articulates, explains and promotes a vision and a set of well-defined goals.
- It is connected with intention, communicative goal and result of communication.

⁹ <http://www.english-on-the-web.de/vclassroom.htm>

¹⁰, ⁴ Димова Г.В. Основные стратегии французского университетского педагогического дискурса: Дисс. иссл. канд. фил. наук – Иркутск, 2004.

- It creates a consistent, unified “voice” that links diverse activities and goals in a way that appeals to your partners.
- It is a speaker’s conceptual vision of his/her conscious and controlled verbal behavior.
- It differs from **tactics**, or the **concrete steps** and **techniques** used in implementation of communication goals. **Tactics** should be chosen based on a pre-existing strategy.

In language teaching theory and practice there are 2 types of **classroom discourse strategies**: **cognitive** (include grouping and classifying, using dictionaries and other external resources, notetaking, visually representing the material through charts, diagrams, etc., rehearsing and forming hypothesis and testing them out) and **socioaffective strategies** (include asking for clarification, repeating, imitating, circumlocuting, cooperating and engaging in private speech). To denote the latter we will use the terms **communicative/discourse strategy**.

A widely known classification of classroom communicative strategies is presented and described in the works of Russian linguist I.V.Karasik. Describing the teacher-students interaction in the process of the classroom communication this scholar singles out the following types of strategies: **organization, explanation, facilitation, control and evaluation**.

1) Organization (what to...). One of the most important tasks that teachers have to perform is that of organizing students to do various activities. Here the teacher might ask himself the following question: **What is the important information I’m trying to convey?** This often involves telling students what they are expected to do or discussing with them what they can achieve as a result of what they are going to do. Once the students are ready for the activity a teacher is giving necessary instructions, saying what students should do first, what they should do next, how much time they have and when exactly they should start, putting them into pairs and finally closing things down when it is time to stop. etc. or stop the activity when necessary. When the lesson is coming to the end a teacher gives some summarizing comments, to provide a kind of closure or a prediction of what will take place in the next lesson¹¹. E.g.: *Today we are starting our project demonstrations; The announcements for today are...; What we are going to cover today is...; Today, I am going to talk about...; The important point I want to make today is...; Last time, we talked about..., today we will go on and...; Okay, we have discussed...; Guess the word, please; Do you want to start?; The conclusions we can draw from this are...*

- We can summarize the role of an organization strategy in the following scheme:
- **Engage** → **Instruct (demonstrate)** → **Summarize**

2) Explanation (how to...) is realized in giving the students information about smth., telling them how they are going to do the activity. The helpful questions here that the teacher might ask himself are the following: **What must the students know if they are to complete this activity successfully? What information do they need first? What should come next?** In this case the teacher uses **definition, comparison, generalization, specification, abstraction, summarizing, rephrasing, interpretation** - all of which characterize or describe smth. E.g. *It might be better to say...; A simpler explanation of the same idea is...; I'll repeat that in a different way...; Don't forget that...; The second point I want to make is...; This brings us to our major question...; What this means is that...; Take..., for example; To be more specific...*

3) Facilitation (help how to...) - responding to students. When they are working a teacher is monitoring their progress, cooperating with them, reacts to them or intervenes depending on how well they are getting on. A teacher might have to correct some language use or help them to organize information logically, get his students’ attention or refocus it to another direction. In this case the teacher might use the following techniques: to raise/low the voice, raise his/her hand or ask for attention. **E.g.:** *That’s close!; Your answer would have been correct if I had asked ..., but instead I asked...; Good guess, but actually the answer is...; Close, but actually it’s...; This part is right. Now you need to; You need to refigure this answer; Tell me how you got this answer. There seems to be a problem with it.*

¹¹ Harmer J. The practice of English language teaching. – Longman-Pearson, England. – 2007. – 448 p.

4) Control (check how to...) includes asking for clarification, repeating, imitating, circumlocuting, asking students of what they knew, how they might say something more effectively, what is the best way of doing smth. After giving instructions it's important for a teacher to **check** that the students have understood what they are being asked to do. To **control** means to check, ask, examine, test, etc. It can be achieved either by asking the student to explain or show smth. E.g. *If you think this statement is true, raise your right hand. If you think the statement is false, raise your left hand; On the board are four possible answers. How many of you think number one is the correct one? Number two? Number three? Number four? On a sheet of paper write which one you think is correct and explain why.*

5) Evaluation (evaluate smth/doing smth...)– is realized in the teacher's position to give his/her evaluation (attitude) to the events, circumstances, personages and students (mainly results of their activity). The helpful questions here that the teacher might ask himself are the following: **What do I think about..? What is my attitude to..? How am I going to react...?** To **evaluate** means to **praise, reproach, criticize, motivate**, etc. The implementation of the evaluation strategy is of great difficulty for NNS teachers. **Praising** is an act of approval of smb/smth in its direct or indirect form. The reverse process is **reproaching** that can easily be transformed into blaming thus violating the nature of the classroom interaction. The gist of the foreign language classroom interaction is that NS teachers use many more words and expressions to praise students rather than to reproach them. Thus, in English there are more than 100 hundred words and expressions used for praise and approval, while NNS teachers of English (in Russia in particular) know and use about 5-6 words (all of which are not that vivid and emotive). Criticizing exists in the NS teachers interaction (In Great Britain and the USA) but mostly used face-to-face. Open criticizing, reproaching are either replaced by a suggestion to do smth better next time or expressed in a gentle manner. E.g.: *That's nice, I like that; That's just what I was looking for; That's almost it; You are on the right track!; Way to go!; I knew you could do it!; I'm proud of you!; You're on top of it!; You are incredible!; Bravo!; Nothing can stop you now; You're a winner!; Exceptional performance!*

- *I'm not satisfied with your reading (answer) today. I expect you'll work better next time; You should work harder; You should pay more attention to....*

All of the above described classroom communicative strategies switch throughout a lesson, one is being replaced by or turns into another. Thus there is a point in saying that each lesson stage has its own strategies used by a teacher or different sets of teacher's skills within strategies. Besides the choice of words and expressions used by a EFL teacher within a strategy depends on and predetermined by the classroom communicative style. This aspect demands a more detailed observation and will be dealt with in the subsequent lectures.

Вопросы для собеседования:

1. Name and describe teacher-relevant communicative strategies.
2. Enumerate and characterize students-relevant communicative strategies.
3. Name different stages of the lesson and explain how strategies can be distributed accordingly.

Задания

1. Analyze the given expressions and distribute them according to their function and usage on various stages of the lesson:

Good morning everyone,

Hi everybody

Good morning, how are you doing?

How are you today?

Did you have a good weekend?

Let's start with the lesson now.

I think we can start now.

Is everybody ready to start?

Roll-call / Attendance
 Let's take attendance, shall we?
 I'm going to (gonna) take attendance
 I'll call the roll
 Who's not here today?
 Who's absent? Who's absent today?
 What's wrong withtoday?
 Getting everyone's attention
 Listen to me, please.
 Be quiet/Quiet down, please.
 Silent, please.
 Can I have your attention, please?
 Could you all listen to me, please?
 Would you pay attention, please?
 Luis, are you with us?
 Simple commands
 Come in.
 Go out.
 Stand up.
 Sit down.
 Come on, we haven't got all day!
 Wake up.
 Be quiet. /Quiet.
 Switch on the lights / the computers
 Switch off.....
 Can you plug the CD player/beamer for me, please? The socket is behind you.
 Settle down and let's get started. Let's settle down and get started.
 Noelia, please, come to the front of the class.
 Open your books to page
 Turn to page ...
 Look at activity five.
 Who can remember what we were talking about at the end of last lesson?
 Does anyone remember?
 Who can tell me.....?
 Could you tell me what you remember from our last lesson?
 Who would like to get extra marks/credit today?
 Setting up an activity / Giving instructions for an activity
 I'd like you to get into pairs for this activity
to work with a partner
to work alone / in group of four
 Please, get into pairs / groups of four
 Can you 4 team up?
 I want you to share a photocopy and work together
 What I want you to do is to
 First, let's go over the homework / the explanation on page 25 together.
 Those of you that have finished exercise 5 can move on /go onto exercise 6 and 7.
 When you finish you can.....
 I want you to finish the exercises on page 16 now / at home.
 What I want you to do is to
 Go on / get on /continue with your work.
 Could you turn it (the volume) up/ down.
 We can't hear it from here. / It's too loud.

Giving out / taking in work / books / worksheets, etc.
Do you mind collecting the compositions for me, please?
Fran, would you take in / get/collect everyone's writings/essays for me, please?
Juan, can you hand out/ give out / distribute these copies, please?
Take one and pass them on.
Take one between the two of you/for the two of you.
Would you pass the dictionaries / exams to the front / the back, please?
Checking understanding
Do you understand?
Are you with me?
OK so far?
Do you get it?
Do you have any questions?
Let's check the answers.
Encouraging students and correcting errors
Very good.
That's very good.
Well done.
Great job
That's correct
Excellent
Yes, you've got it.
You've got the idea.
That's correct
You need more practice with this.
You'll have to spend some more time with this.
Good, you're getting better.
Your answer is very good / almost right.
Ok, that's not the right answer, but let me help you with it.
Let me explain again.
Not exactly, have another try / try again.
Have a guess.
Guess.
Setting homework / assignments, setting deadlines and reacting to homework
This is your homework for tomorrow.
There is no homework today.
Don't forget your homework.
Do exercise 10 on page 23 for your homework.
Prepare the next two pages for Monday.
Before next lesson, I want you to read the story on page 15.
Take a worksheet as you leave.
Ending the lesson
It's time to finish.
Have you finished yet?
Are you done?
Let's stop now.
Stop now.
This is all for now
That's all for now, see you Monday
Goodbye.
See you tomorrow
That's all for today, enjoy the weekend

OK, you can put away your things. See you next week.
 Students talking to the teacher
 Excuse me. I'm sorry I'm late.
 May I come in?
 Can I go to the toilet (bathroom), please?
 I'm sorry, I left my book/homework at home/ in the classroom.
 I forgot my homework.
 I didn't have time to do my homework. I'm sorry.
 Sorry, I don't understand that.
 Could you speak more slowly, please?
 Can you repeat that please? I didn't understand.
 Can you explain that again, please?
 How do you say 'tenedor' in English?
 How do you spell 'wonderful'?
 What's the difference between "latitude" and "longitude"?
 What does "pressure" mean?
 What's the meaning of "pressure"?
 How do you pronounce "pressure"?
 Student talking to another student
 Have you done your homework? Did you do your homework?
 What's the/for homework?
 What page is it on? What page are we on?
 Can you help me do this exercise?
 What do we have to do now?
 Can I share your book with you?
 Excuse me, that's my book.
 Can you lend me a pen?
 Can you pass me the rubber/eraser, please?
 We have to work in pairs, Don't we? Do we have to work in pairs?
 Who's going to start?
 Whose turn is it?
 It's my turn now.
 We have to compare our work.

2. Analyze the given German-English expressions and define which would be useful for an ESL teacher. State the types of the strategies they can be used in. Support your opinion.

German / English

Was haben wir als Hausaufgabe auf? - *What's for homework?*
 Ergänze die Sätze. - *Complete the sentences.*
 Arbeite mit einem Partner/einer Partnerin. - *Work with a partner.*
 Möchtest du mit mir arbeiten? - *Do you want to work with me?*
 Wer ist dran? - *Whose turn is it?*
 Versuch es noch einmal. - *Try again.*
 Das kannst du besser. - *You can do better.*
 Sprich bitte lauter. - *Please speak up.*
 Öffnet eure Bücher auf Seite 30. - *Open your books at page 30.*
 Welche Seite bitte? - *What page, please?*
 Tut mir leid, das weiß ich nicht. - *Sorry, I don't know.*
 Kannst du das bitte noch einmal sagen? - *Can you say that again, please?*
 Kannst du das bitte an die Tafel schreiben? - *Can you write it on the board, please?*
 Kannst du das bitte auf deutsch sagen? - *Can you say it in German, please?*
 Was heißt „sponge“ auf Deutsch? - *What's "sponge" in German?*

Ich verstehe das hier nicht. - *I don't understand this.*

Kannst du mir bitte helfen? - *Can you help me, please?*

Kann ich bitte das Fenster öffnen? - *Can I open the window?*

Mir ist schlecht. - *I feel sick.*

Tut mir leid, ich habe meine Hausaufgaben nicht dabei. - *Sorry, I haven't got my homework with me.*

Tut mir leid, ich habe mein Heft nicht dabei. - *Sorry, I haven't got my exercise book with me.*

Tut mir leid, dass ich zu spät bin. - *Sorry, I'm late.*¹²

3. Prepare a lecture in English. Make sure to use the classroom phrases effectively. Get ready to handle the follow-up questions.

4. Read the following statement made by Van Patten and comment on it providing examples.

"Learners struggle so much to get even the gist of what is being said that they have no attentional resources left over to process any form. Even hearing something over and over again may not help. But when there is simplification of input, the comprehension burden can be eased.

Input can be simplified in a number of ways, among which are using shorter sentences, using more common or known vocabulary and by repeating something. (Van Patten).¹³

5. The teacher language given below in the "before" column is taken from actual classroom observations. Simplify the language for levels indicated in the "after" column. Remember, "Little things mean a lot!" Use grammar and vocabulary that are level-appropriate. If needed, use a separate sheet of paper for your revision.

Before	After
<i>It's time to learn some new vocabulary words. I'd like you to listen first, and then repeat after me. Are you ready?</i>	Low Beginning ESL (SPL 2)
<i>Can anyone tell me how you spent the weekend? Who can tell me about a good weekend?</i>	High Beginning ESL (SPL 3)
<i>Now in small groups, please talk about what you read in the paragraph. Gather in groups of four persons. Answer the questions at the bottom of the page together. When you are finished, you'll report your answers to the whole class.</i>	Low Intermediate ESL (SPL 4)
<i>We're going to interview each other. Use the grid to ask three different people, three different questions. Walk around; get out of your seat. You'll record responses in the boxes under the questions. You have about 10 minutes to ask three questions of three people.</i>	High Intermediate ESL (SPL 5)
<i>At this point, we'll need to go to the next exercise on page 37 in your textbook. It's time to practice using the irregular verbs from page 36 in questions about the characters in the story on page 37. As we move to this part of</i>	Low Intermediate ESL (SPL 4)

¹² http://www.schulbuchzentrum-online.de/newsletter/diesterweg/947729_NL0910_CM_ClassroomPhrases.pdf?bc1=1258326000

¹³

<http://www.cde.state.co.us/sites/default/files/documents/cdeadult/download/ncpdrc/classroomteacherlanguageselfstudy/mod0508.pdf>

the lesson, remember to use your dictionaries when needed.

6. Sometimes ESL textbooks use language for directions to activities that exceed the learners' proficiency level. Read the direction lines from each of the books. Should the lines be simplified for the identified level? If yes, write alternative lines. Also summarize how you would demonstrate meaning for learners before they complete the activities. If needed use a separate sheet.

Textbook Target Level	Direction Line	Revision and Demonstration
Taking Off Beginning English Pre-Beginning	"Who do you see on this page?"	
English, No Problem Book 1 High Beginning	"What's the problem in the picture?" "Think or talk with a partner."	
Take Charge 1 Pre-Beginning	"Read the story on page 134. Write about yourself. Answer questions 1-6 above. Read your story to the class."	
Read All About It Book 1 High Beginning	"Read the sentences. Look at the reading to find which sentence is correct. Circle a or b. Check your answers with a partner."	
Stand Out Book 4 High Intermediate	With a team, you will solve a company problem in an action committee and create a handout for the class. 1. Form a human resources action committee with four or five students. Choose positions for each member of your team. With your group, carefully read the problem below. 2. Use the steps for making an ethical decision on page 130 to go through each possible solution. 3. Make a final decision. Create a handout explaining the process you went through to come up with your decision. 4. Report your final decision to the class.	

7. 1. Read the following teacher talk out loud. Read it quickly, pausing for breath only when necessary.

2. Use a colored pen to simplify the text. Break the text into shorter sentences. Cross out unnecessary words, phrases, and sentences. Replace complex words with simple words of the same meaning.

3. Read the revised teacher talk out loud again. Use appropriate pace, with sufficient pauses.

«I would like you to have...uh...I'm going to give you a verb list, I have created of the activities, well actually, it's the list that everyone contributed to yesterday when you were talking about a typical weekday activities and each on this list, each pair of verbs on this list shows the present tense and past tense forms of each verb. They are common verbs and they're the ones we studied yesterday. I have also included a little pronunciation guide for the regular verbs on the list. Please take some time to look over the list and then read it to a person sitting next to you. Only take a few minutes, then we'll continue with the lesson».

8. 1) Ask an experienced teacher that you admire if you can sit in on a class. The observation doesn't need to be for the entire class period, maybe only enough time to listen to one or two of the categories of teacher talk provided by Parrish.

2) Listen to the teacher talk and note reactions of learners.

3) List three or four strategies used for effective teacher-learner interactions.

Teacher Observed _____

Date _____ class _____

Observation Notes:

.....

.....

.....¹⁴

Практическое занятие 4

Тема 4. Introducing strategies at different stages of the lesson.

Цель: формирование знаниевой и навыковой составляющей универсальной и профессиональной компетенций о типах речевых стратегий и тактик на различных этапах занятия.

Знания и умения, приобретаемые студентами: студенты должны уметь выстраивать свое коммуникативное поведение в соответствии с этапом занятия, использовать аутентичные речевые образцы в рамках коммуникативных стратегий.

Формируемые компетенции: ПК-4, ПК-5

Актуальность темы определяется тем, что в ее рамках формируется соответствующее современным научным воззрениям представление о коммуникативных стратегиях и тактиках как неотъемлемой составляющей иноязычного педагогического дискурса.

Организационная форма занятия: дискуссия, целью которой является повышение интенсивности и эффективности процесса восприятия за счет активного включения обучаемых в коллективный поиск истины. Каждый из участников дискуссии учится точно выражать свои мысли при выступлении, активно отстаивать свою точку зрения, аргументированно возражать или опровергать ошибочную позицию.

Теоретическая часть

Teacher-relevant communicative strategies

There are the most frequent ways of organizing classroom interaction, depending on who communicates with whom:

- 1) Teacher- learners
- 2) Teacher- learner
- 3) Learner-learner
- 4) Learner-learners

¹⁴ ESL Teacher Language (Teacher Talk) For Effective Classroom Interactions Independent Study Course For Teachers of Adult English as a Second Language

These types of interaction allow to point out strategies peculiar to the teacher and those peculiar to the students in the process of the classroom communication.

A **communication strategy** is defined as an individual's attempt to find a way to fill the gap between their communication effort and immediate available linguistic resources (Maleki, 2007). Although there are other definitions of communication strategies as well, the basic idea remains the same.

It is believed that communication strategies play an important role in the development of strategic competence (e. g. Faucette, 2001); therefore, one can define communication strategies within strategic competence framework. According to Canale and Swain (1980), strategic competence is "verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (30). Scattergood (2003) thinks that strategic competence is cultivated if teachers create a language classroom in which communication strategies are taught and practiced. Thus, it is worth considering communicative strategies classifications suggested by western scholars.

G. Hughes in his books on classroom English suggests the following types of strategies:

1) Organization:

a) giving instructions

- giving appropriate instructions related to recurrent classroom activities, e.g. using textbooks, blackboard work, bookwork, etc.

- controlling the pupils behavior by means of commands, requests, and suggestions.

Usage should correspond to native speaker usage.

- varying the form of instructions in order to show the range of possibilities in the foreign language.

- offering the pupils alternatives, i.e. different working methods, themes, groups.

b) sequencing

- sequencing the lesson effectively and communicating this sequence to the pupils;

- checking what stage the pupils have reached, whose turn it is, and so on;

- introducing the class to the new activity and new stage of the lesson;

- setting time limits related to various activities;

- checking the pupils' capability of starting the next stage of the lesson.

c) supervision

- directing pupils attention to the lesson content;

- giving warning and threats.

2) Interrogation

a) asking questions

- asking questions fluently and flexibly using various forms available in the foreign language;

- asking questions related to specific communicative tasks (giving a description, opinion, reason, or stimulating conversation);

b) replying to questions

- giving verbal confirmation to pupils' replies and/or quiding them to the correct reply;

- giving encouraging feedback both in controlled drill-type exercises and freer conversation.

3) Explanation:

a) metalanguage

- producing and getting the pupils to produce a translation, a paraphrase, a summary, a definition, a correct spelling/pronunciation and grammatical corrections.

- giving a verbal commentary to accompany pictures, slides and films.

- using basic rhetorical devices to make the commentary more interesting and more easily followed.

4) Interaction

a) affective attitudes

- expressing anger, interest, surprise, friendship, appreciation, pity, sympathy, disappointment, etc. as needed in the classroom situation.

b) social rituals

- using everyday phrases related to recurrent social situations, e.g. greeting, leaving, apologizing, thanking, congratulating, and other greetings.

One more approach which deserves attention is the one based on the **facilitation** and **compensation techniques** that may be useful in a classroom.

According to *Bygate*, speakers use various devices to facilitate the production of speech and to compensate when communication is unsuccessful. This can also be applied to language teachers specifically. Thus, the devices can be broken in to the following groups:

1) Facilitation techniques:

- **Simplification** – avoiding complex structures
- **Ellipsis** – omitting part of a sentence
- **Formulaic expressions** – “chunks” and set-phrases that are often functional
- **Fillers and hesitation devices** – phrases and sounds that buy the speaker’s thinking time;

2) Compensation techniques:

- **Self-correction**
- **False starts**
- **Repetition**
- **Rephrasing**

Such devices are naturally used by native speakers when they speak. By making students aware of this, they can be encouraged to consider how many of these devices can automatically be transferred when speaking in L2 in order to make their speech sound more natural. Many students are reluctant to speak in a foreign language because they worry about making mistakes. By pointing out the fact that even native speakers are constantly correcting and reformulating what they say, teachers can encourage their students to take more risks in L2 and realize that they don’t need to speak in perfectly-formed, grammatically-correct, complex sentences.

There are many opinions on how to best teach EFL lessons. The most common approach to TEFL targets all four-skills (listening, speaking, reading, and writing).

EFL Lessons typically comprise the following stages:

- 1) Warm Up / Preparation/Engagement
- 2) Presentation and Practice
- 3) Application (evaluation, expansion)
- 4) Warm Down

These stages seem to be very effective and allow the instructor and students to focus on both the form and meaning of the target language. Once teachers have a good grasp of these stages they will be well on the way to delivering solid effective lessons.¹⁵ The four above presented stages are grouped into three by Russian methodologists. Thus, this approach allows us to speak of the three main lesson stages: **the beginning of the lesson, the body of the lesson and the final stage of the lesson**, though each of them may also result in several sub-stages.

It is rather logical to assume that all lesson stages demand the usage of certain strategies no matter which of the approaches is taken into account. The main idea here is that each stage of classroom activity is accompanied by a number of strategies, containing specific speech patterns.

At **the beginning of the lesson** the following strategies may used: interaction (social rituals), organization strategies;

¹⁵ <http://eflinstructor.com/instructors/training-modules/50-module-2-basic-lesson-stages>

The **body of the lesson** comprises organization, interaction, explanation, interrogation strategies.

The **final stage of the lesson presupposes** the usage of the organization and interaction (social rituals) strategies.

Вопросы для собеседования:

1. Name and describe teacher-relevant communicative strategies.
2. Enumerate and characterize students-relevant communicative strategies.
3. Name different stages of the lesson and explain how strategies can be distributed accordingly.

Задания

1.

1. Getting-to-know-you vocabulary ice-breaker		
Name _____		Date _____
PART ONE		
Read over the following list of words and choose two that describe you, two that do not describe you. Explain how each word does or does not pertain to you. The brief explanation must show that you know the meaning of the word.		
For example:		
<i>I am very gregarious. I can start a conversation with complete strangers while waiting in line to buy groceries.</i>		
<i>I am not lackadaisical. If anything, I work too hard.</i>		
You will be introducing yourself to the whole class using two of the four words you selected.		
diffident	intransigent	munificent
judicious	insouciant	circumspect
petulant	belligerent	perspicacious
lugubrious	impervious	intrepid
tenacious	supercilious	laconic
sagacious	altruistic	indigent
dejected	demure	ebullient
impecunious	unassuming	benevolent
insolent	discreet	fastidious
decorous	ingenuous	
PART TWO		
Complete the following sentences with information that describes you. You are also responsible for knowing the italicized words.		
I have a <i>propensity</i> toward _____		
I have an <i>affinity</i> for _____		
I have an <i>antipathy</i> to _____		
I have been known to be <i>remiss</i> in _____		

Практическое занятие 5.

Тема 5. Key teacher interventions.

Цель: формирование знаниевой составляющей универсальной и профессиональной компетенций об особенностях и видах коммуникации в занятиях на иностранном языке.

Знания и умения, приобретаемые студентами: студенты должны уметь выстраивать свое коммуникативное поведение в соответствии с этапом занятия, использовать аутентичные речевые образцы в рамках коммуникативных стратегий.

Формируемые компетенции: ПК-4, ПК-5

Актуальность темы обусловлена важностью ситуативной обусловленности устной речевой коммуникации в рамках занятия на иностранном языке.

Организационная форма занятия: дискуссия, целью которой является повышение интенсивности и эффективности процесса восприятия за счет активного включения обучаемых в коллективный поиск истины. Каждый из участников дискуссии учится точно выражать свои мысли при выступлении, активно отстаивать свою точку зрения, аргументированно возражать или опровергать ошибочную позицию.

Теоретическая часть

An instructional intervention is not just a strategy. People sometimes confuse strategies with instructional interventions. But there are important differences. A strategy is a set of methods or activities to teach a child something.

An instructional intervention may include strategies. But not all strategies are interventions. The main difference is that an instructional intervention is formalized, aimed at a known need and monitored. A strategy, by contrast, can be informal and is not always tracked.

Giving instructions is an integral part of being a teacher. Telling students what to do, who do not understand your language can be a challenge. There is no way around it, and the only way you get good at this, is with practice.

A teacher should try and give sequential instructions. If you have more than 6 steps for an activity or exercise, break it up into parts of two, do those two and explain the following two steps. You wouldn't necessarily understand all the steps at once, so maybe they won't either. But try and give the most important instructions BEFORE handing out any papers or aids or materials to the students. You can be guaranteed that when students get something in their hands, they will start examining it, so make sure they know WHAT to do with the things you give to them BEFORE you give it to them.

One of the many teaching techniques we can use in the English as a foreign language classroom is eliciting. **Eliciting** is a range of techniques which are used by teachers to get information from students. Eliciting is used to get students to come up with vocabulary items, word meanings, ideas or associations. Stages of effective eliciting are: convey, check, model, drill, board.

Questioning is natural and intuitive. Teachers ask questions from the start of the lesson until the end. Asking questions forms part of any lesson because it invites the student to think, and even within a 'lecture' style lesson, rhetorical questions are used to invite silent agreement or begin the organisation of ideas to present a response. Research suggests teachers ask over 400 questions a day. Teachers use questions to engage the students and sustain an 'active' style to the learning. The teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organise and present new learning. However, research has found that many teachers wait only for 0.9 seconds before seeking an answer. Developing questioning approaches, requires much greater emphasis on the time provided for students to think individually, collaboratively and deeply to enable them to develop answers and to share better answers. This will improve their thinking and engagement.

How and why do we use Questions and Talk in the classroom? Teachers use questioning as part of their teaching for many reasons, but often to:

- maintain the flow of the learning within the lesson;
- engage students with the learning;
- assess what has been learned, and check that what has been learnt is understood and applied;
- test student memory and comprehension;
- to initiate individual and collaborative thinking in response to new information;
- seek the views and opinions of pupils;
- provide an opportunity for pupils to share their opinions/views, seeking responses from their peers;

- encourage creative thought and imaginative or innovative thinking;
- foster speculation, hypothesis and idea/opinion forming;
- create a sense of shared learning and avoid the feel of a 'lecture';
- challenge the level of thinking and possibly mark a change to a higher order of thinking;
- model higher order thinking using examples and building on the responses of students.

Checking for understanding is an important part of teaching that helps you determine whether your students are learning what they need to.

Checking for Understanding is the backbone of effective instruction. Checking for Understanding is the teacher continually verifying that students are learning what is being taught while it is being taught. Checking for Understanding provides the teacher the opportunity to improve learning based on student responses throughout the teaching and learning process. Using CFU in "real-time" allows teachers to make crucial instructional decisions as necessary (like re-teaching) during lesson delivery.

Structuring and signposting is very important in a classroom management. **Signpost words** are words or phrases that express a connection between two ideas and make the transition from one point to the next in class managing. They can link ideas within a sentence, link two sentences, etc. They help teacher to make speech flow smoothly, without any abrupt, disjointed breaks that leave the students wondering what your points have to do with one another or what their relevance is. Signpost words specify how the two ideas are related: for example, whether they are similar ideas, contrasting ideas, or whether one idea adds more detail or a further example to another. They can show that one idea is the result or conclusion of another, or to show the order of the ideas in a sequence.

Вопросы для собеседования:

1. Giving instructions.
2. Telling.
3. Eliciting.
4. Questioning.
5. Checking learning and understanding.
6. Structuring and sign-posting

Задания

1. Read the following teacher talk out loud. Read it quickly, pausing for breath only when necessary.

Use a colored pen to simplify the text. Break the text into shorter sentences. Cross out unnecessary words, phrases, and sentences. Replace complex words with simple words of the same meaning.

Read the revised teacher talk out loud again. Use appropriate pace, with sufficient pauses.

I would like you to have...uh...I'm going to give you a verb list, I have created of the activities, well actually, it's the list that everyone contributed to yesterday when you were talking about a typical weekday activities and each on this list, each pair of verbs on this list shows the present tense and past tense forms of each verb. They are common verbs and they're the ones we studied yesterday. I have also included a little pronunciation guide for the regular verbs on the list. Please take some time to look over the list and then read it to a person sitting next to you. Only take a few minutes, then we'll continue with the lesson.

2. Consider your own teacher language in each of the categories below. 1) Prepare an audio tape of an entire class session. 2) Then, listen to the tape and fast forward to the parts of the lesson that involve categories listed below. 3) Write exactly what you said in the second column. 4) Choose one or two of the categories that you'd like to work on and give examples of alternative teacher talk. 5) Record yourself again at a different class session. Listen for the differences. What do you think?

Categories of teacher talk	What I said	What I'd like to say
Warm-up chats		
Direct instruction		
Directions for activities		
Transitions		
Feedback		
Checking understanding		
(and more)		

Практическое занятие 6

Тема 6. Facilitating interaction.

Цель: формирование знаниевой и навыковой составляющей универсальных компетенций об особенностях продуцирования устной профессиональной коммуникации с учетом дискурсивных стратегий.

Знания и умения, приобретаемые студентами: студенты должны знать особенности продуцирования устной профессиональной коммуникации с учетом дискурсивных стратегий.

Формируемые компетенции: ПК-4, ПК-5

Актуальность темы обусловлена важностью формирования представлений о особенностях продуцирования устной профессиональной коммуникации с учетом дискурсивных стратегий.

Организационная форма занятия: круглый стол.

Занятие организационно с целью углубления познавательной деятельности обучающихся, стимулирования интереса к поставленной проблематике и укрепления их объективной позиции. Обучающиеся стремятся найти общее решение по конкретному вопросу в формате заданной тематики, а также вступить в дискуссию или полемику по интересующим вопросам. Обсуждение проблемы, обмен мнениями, ценным опытом, поиск дополнительных возможностей и дискуссия при обсуждении вопросов проходит в динамичном режиме.

Круглому столу предшествует домашняя подготовка, состоящая в сборе и анализе теоретических сведений, а также в поиске эмпирического материала, иллюстрирующего ответы и подтверждающего позицию обучающегося.

В процессе обсуждения вопросов раскрывается широкий спектр мнений по выбранной проблеме с разных точек зрения, обсуждаются неясные и спорные моменты, связанные с данной проблемой, в конечном итоге достигается консенсус.

Преподаватель фиксирует выступление каждого участника круглого стола, оценивает убедительность его ответа по 5-балльной шкале. Право выступить поочередно предоставляется каждому из участников. В конце обсуждения подводятся итоги дискуссии, делается общий вывод и достигается консенсус.

Теоретическая часть

Teacher roles

Teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

A role not directly related to the behavior of the teacher is the investigator. The teacher analyzes the way of teaching, observes what is going on in the classroom and investigates the ways students learn, with the aim to develop his/her methods of teaching (Investigator). (Harmer 1991, 242).

Giving feedback

Feedback is information that you give to your students that helps them close the gap between where they are now with their work, and where they could be. The goal of feedback is to provide students with insight that helps them to improve their performance.

The answer to the question, *How to give effective feedback to your students?* involves two steps.

1. Tell your student about their current level of performance
2. Tell them what they could do to improve

At every stage of an activity, praise should be given. If a student volunteers to answer a question, you can thank him immediately for volunteering which will boost his self confidence. At that point if the student provides an incorrect answer you can correct in an encouraging way by saying “Almost.” If the student gives the correct answer, be sure to say “Good job!” or “Excellent work!” As long as you are positive in your method of correcting errors, reassure your students that they are doing well, and do not get upset with them for making mistakes, they will continue to volunteer and try their best because making mistakes is OK. That is how learning should be. If students never take risks, they will not improve.

Here are four ways that you can use feedback to help your students. These are:

1. Affirming what they did well.
2. Correcting and directing.
3. Pointing out the process.
4. Coaching students to critique their own efforts.

With this in mind, deciding how to give effective feedback to your students becomes a little more complex. When making your choice, you need to consider:

- The nature of the task
- The ability and experience level of the student

You should let your students know what they have done right as well as what they have done wrong.

This holds true for all learners, from the child who is struggling to the student who excels.

However, affirmation is different to praise. Personal praise, such as *good girl, well done, you're so smart, or I'm proud of you* is not feedback as it focuses on the person instead of on their work. At its most basic level, affirmative feedback tells your students that what they have done is correct.

Whenever you give your students practice problems, whether in class or as homework, you must mark their work so that they can see that they are on track.

The specifics will vary from task to task, and student to student. However, in all cases, you let your student know what they have done that you like, and tell them that you want to see more of it as they continue their practice.

Correcting students

Your students will not always do things correctly. Making mistakes is part of learning.

When your students make errors, it shows that they are willing to push themselves beyond what they have already mastered.

Allowing time for students to make mistakes before you formally assess them enables you to put feedback to good use.

When students get things wrong, it is vital that they know they wrong, and that they know it quickly. This is especially true when what they are learning is totally unfamiliar, and with students who struggle with the subject you are teaching them.

You need to correct their mistakes.

However, you need to do more than just tell them they are wrong. You also need to **direct them to the right answer**. You *correct* and *then direct*.

For simple tasks, you can do this through providing the answer. You could highlight a misspelling and write the correct spelling above it, or mark a question wrong while also providing the right answer.

Giving 'correct and direct' feedback about more complex tasks often involves telling your students what they could add

Вопросы для собеседования:

1. Teacher roles.
2. Grouping students.
3. Correcting learners.
4. Giving feedback.

Задания

1. **Analyze the given phrases in boxes and explain what stage of the lesson they are relevant to:**

What we are going to cover today is ... /First of all, I would like to talk about ...
Today, I am going to talk about ... /What I want to do today is ...
The important point I want to make today is ... /Today's topic is ...

Now, let's see what happens. /The second point I want to make is...
If that's clear, we will go on to the next point. /Let's get back to the idea of...
Now, let's approach the problem in a different way.
I'd like to finish talking about ... before we move on ...

In summary ... /To conclude ... /In conclusion ... /The conclusions we can draw from this are ...
What we have been talking about ... /Okay, we have discussed...
So far (*up until now*), I have been trying to show you ...
The important points to remember are ...

Who would like to say something? /Do you agree ...? /Could you say a little more about that?
Can you elaborate on that? /What do you think ...? /How do you feel ...?
What comparison can you make between ...?
What is the point made by the author of this article?

In other words ... /If I understand you correctly, you mean ...
What you said is ... /What this means is that ...
I think I understand what you mean. Let me put it another way.
Would you like to elaborate on this point? /This brings us to our major question ...
Could you restate your point? /I'm not sure I understand.

For example ... /Take ..., for example. /To be more specific ...
Let me give you an example ... /For instance .../

Who's absent today? /Time to take roll.
Present /Not Present /Anyone M.I.A.? (Missing in action)
Who's gone A.W.O.L.? (Absent without leave)

You're late.

The doors will be locked ten minutes into the period.

Tardiness reflects a lack of respect for your teacher.

Two lates equals an absence.

**Don't worry: Better late than never, right?*

**Don't tell me, you were born late, too, right?*

**You're not late, you're just early for next week, right?*

Please raise your hand if you have something to say.

No sleeping in class. ("You snooze, you lose.")

Please put your cell-phones on silent mode.

Please don't talk when I'm talking.

Let's chat about this after class together.

Did you bring enough (food) for the rest of us, too?

**I'm talking at you not talking to you.*

**And what was your advisor's name, again?*

* Your new English name is *Chucky!* [Southern Min/Taiwanese for: "Chut-ki!" or "Get out!"]

Do vs. Due "*Due* next week." vs. "*Do* next week."

Example Sentence: "Due next week in class."

Grades & Test Performance

Final Examination = Mid-Term = Test = Quiz =Pop Quiz = Learning Check

G.P.A. = Grade Point Average

I want to know what you know, not know what you don't know.

To *ace* a test. (do well) - To *bomb* a test. (fail) - *Goose egg*. (zero)

I'll definitely be seeing you next semester!

(I don't want to *beat a dead horse* here, so I'll conclude this lesson ...)

2. Read the teachers' feedback comments and decide on the focus of the feedback in each case.

1. You have really made progress in your use of tenses. 2. You need to pay attention to how you structure your essays. Make sure they follow a logical progression. 3. Be careful with your pronunciation of /th/. Go to the lab. and use the materials there to practise saying it. 4. Your homework shows how much harder you have worked in the last few weeks. Congratulations. 5. Try to read more about your subject before you start writing, so that you get a better idea of what to write about. 6. Your willingness to chat with everyone in English has really helped you to make progress. 7. Please try to arrive earlier for your lessons. You are missing lots of class time. 8. Make more use of conjunctions to link your sentences – to help your reader understand the link between your ideas. 9. You need to spend much more time doing your homework. This helps to consolidate the work we have done in class. 10. Your listening comprehension is much better than it was at the beginning of term. 11. I'm afraid I can't read your handwriting. Could

you try to write more clearly on alternate lines, or use a computer for your homework in future?

12. Try not to be afraid of making mistakes when you speak.

Discuss the purpose of the feedback comments with your partner.

3. Teacher Checklist

Check yourself: Is your classroom a happy learning experience?

1. Do I convey my expectations and confidence that the student can accomplish work, can learn and is competent?
2. Do I provide well-defined standards of values, demands for competence, and guidance toward solutions to problems?
3. In working with parents, do I enhance the academic expectations and evaluations which they hold of their children's ability?
4. By my behaviour, do I serve as a model of authenticity for the student?
5. Do I take every opportunity to establish a high degree of private or semi-private communication with my students?
6. Do I distinguish between students' classroom mistakes and their personal failure?
7. Do I avoid unfair and ruthless competition in the classroom?
7. Do I learn the name of each student as soon as possible, and do I use that name often?
9. Do I share my feelings with my students?
10. Do I practice courtesy with my students?
11. Do I arrange some time when I can talk quietly alone with each student?
12. Do I spread my attention around and include each student, keeping special watch for the student who may need extra attention?
13. Do I notice and comment favorably on the things that are important to students?
14. Do I show students who return from being absent that I am happy to have them back in class and that they were missed?
15. Do I remember to see small disciplinary problems as understandable, and not as personal insults?
16. Do I avoid having "favorites" and "victims"?
17. Do I have, and do my students have, a clear idea of what is and what is not acceptable in my class?
18. Within my limits, is there room for students to be active and natural?
19. Do I usually make it through the day without punishing students?
20. Do I permit my students some opportunity to make mistakes without penalty?
21. Do I make generally positive comments on written work?
22. Do I give extra support and encouragement to slower students?
23. Do I take special opportunities to praise students for their successes?

Практическое занятие 7 -9

Тема7. Classroom discourse strategies: teaching and assessment.

Цель: формирование знаниевой составляющей универсальной и профессиональной компетенций на основе систематизации представлений о технологиях формирования стратегий и тактик педагогического дискурса.

Знания и умения, приобретаемые студентами: студенты должны уметь использовать технологии формирования стратегий и тактик педагогического дискурса.

Формируемые компетенции: ПК-4, ПК-5

Актуальность темы обусловлена важностью понятий, обсуждаемых в ее рамках, – conversation, conversation activity, communication strategies acquisition, controlled activities, awareness activities, fluency activities, feedback activities, teaching method, productive

methods, techniques, contextual teaching, case-study method, project method, Language portfolio.

Организационная форма занятия: дискуссия, целью которой является повышение интенсивности и эффективности процесса восприятия за счет активного включения обучаемых в коллективный поиск истины. Каждый из участников дискуссии учится точно выражать свои мысли при выступлении, активно отстаивать свою точку зрения, аргументированно возражать или опровергать ошибочную позицию.

Теоретическая часть

Teaching conversation is notoriously difficult and can seem almost a contradiction in terms. The characteristic features of conversation include greater spontaneity and freedom, and a greater equality among participants than in other discourse types.

Despite the evident problems there are many ways in which the insights of classroom conversation analysis can be exploited in the foreign language classroom. Most obviously, words, phrases associated with particular turn types as well as with the getting, holding and passing of turns may be taught quite explicitly. Thus, the following kinds of association between mechanism and realization can be made:

Opening (Organization strategy): Hello there; Hi; How are you? Etc.

Taking a turn (Organization strategy/Facilitation strategy): Yes, but...; Well, yes, but...; Surely...etc.

Passing a turn (Control strategy): What do you think?; tag questions.

Closing (Evaluation strategy): Right!, OK!, Excellent! Etc.

Pre-sequence (Organization strategy): Listen!, Did I tell you about...? etc.

Repair:

- self (**Explanation strategy**): What I really meant was...

- others: Sorry, I don't quite get what you mean..

Upshot (outcome):

- own (**Explanation strategy**): What I'm getting at is...

- others: What are you getting at?

Other means of turn-taking which do not associate with words and phrases, such as pause or overlap, changes in voice quality, elongation of syllable, pitch rise, and all the signals of body, face, and eyes, are, of course, not so easily taught, but there is a possibility of using different assisting technical means (video- and audio-tapes) to observe NS teacher interaction or to record students' conversations and then overtly discuss the success or appropriateness of the strategies employed, as well as reasons for "misuses" and differences between the students' cultural behavior models and those associated with the models they are learning to acquire.

Recording can bring some aspects of NS teachers' conversation into the classroom environment, and transcripts can bring them out of time and on to the page where they can be seen and discussed. Whether we use invented, unscripted, or authentic material, there are many important visual aspects of classroom conversation which cannot be captured on cassette or in writing. There are language teaching videos which make use of such material (e.g. *BBC Television English*).

The above said leads to the discussion of the means, methods and technologies that could be helpful for the classroom interaction activities development.

In their book, *Conversation*, Nolasco and Arthur (1987) suggest dividing activities developing conversation into four types and give detailed and various activities within each category. We suppose, some of these activities could be useful for the NNS teachers' classroom communication strategies development. Thus, we could suggest the following activities based on those underlined by the scholars:

1. **Controlled activities**, including many quite traditional "closed" activities, in which speech is rigorously limited by instructions.

2. **Awareness activities**, making extensive use of tape and (where possible) video recordings of NS teachers in classroom conversations, such as:
 - Identifying words and phrases used as turn-taking mechanisms;
 - Watching vision without sound or hearing sound without vision and guessing at the contents of the missing channel.
3. **Fluency activities**, making use of communicative activities such as role play, games and discussion.
4. **Feedback activities**, in which students, using tapes, video or observation of each other, analyze their own interaction and, for example:
 - Note the presence or absence of features identified by awareness activities;
 - Note the strategies they have used to achieve certain purposes;
 - Overtly discuss communication problems in the culture of the language they are learning.

Вопросы для собеседования:

1. Teaching conversation: general considerations
2. Conversation activities in communication strategies acquisition
3. Productive methods and procedures for communication strategies acquisition.
4. What do you know about case-study method? How effective is it in communicative strategies acquisition?
5. What do you know about portfolio method? How effective is it in communicative strategies acquisition?
6. What do you know about project method? How effective is it in communicative strategies acquisition?
7. What conversation activities can promote communicative strategies acquisition?
8. What is the role of peers' class observation in classroom discourse strategies acquisition?
9. International examinations for classroom English assessment: CELTA, ICALT, TEFL, TKT.

Задания

1. Think of a topic of a discussion you would like to conduct. Work out a plan of a round-table discussion in class. Think of possible ways it can be developed. Use the phrases given below. Think of other relevant phrases.

<i>Asking for an opinion</i>
What do you think about it?
What do you think?
What is your opinion?
What is your point of view?
What is your attitude to this problem?
Alex, would you like to say something about it?
<i>Giving an opinion</i>
I think that we should consult a specialist.
In my opinion, we need a detailed plan of actions.
In my view, it's a difficult task.
The way I see it, it might be difficult to realize at the moment.
As far as I know, it could be very expensive.
As far as I'm concerned, time is the biggest problem.
As for me, I'm not ready to speak to the boss about it.
This is a crazy idea, if you ask me.

Adding information

In addition to that, we don't have enough people for this work.

I'd like to add that we will need new equipment for this project.

What's more, this office is too small for all of us.

Besides, there might be travel expenses.

Also, we will need extra cash for food and other daily expenses.

Making a suggestion

I suggest getting a bank loan.

Why don't we get a bank loan?

How about using our out-of-town laboratory for this project?

We could rent some equipment instead of buying it.

You could publish an article about the project in a local newspaper.

Wouldn't it be a good idea to start a fund-raising campaign?

Let's ask James for help.

Asking to explain

I'm afraid I don't understand.

Could you explain it, please?

Would you mind explaining it in detail?

What do you mean?

Why? Why not?

Asking for clarification

I'd like to know where you are planning to sell the product.

What do you mean by saying that we don't have enough people?

Do you mean that we should hire someone to manage the project?

Could you be more specific, please?

What are you trying to say?

Explaining and clarifying

I mean that we will have to move to a different office and hire more people.

What I am trying to say is that we don't have enough money for this project.

What I wanted to say was that we could use volunteers.

In other words, we are not ready yet.

You misunderstood. Let me explain.

Asking for agreement

Do you agree?

What do you think?

Right? Is that right?

Wouldn't you agree with that? / Don't you agree with that?

You agree, don't you?

Agreeing

I agree. I agree with you on this. I agree with Alexander.

I agree completely. / I couldn't agree more.

That's true. / That's right.

You are right.

Right.

Of course. / Certainly. / Sure.

Exactly. Definitely.

I think so.

I suppose so.
<i>Disagreeing</i>
That's not exactly true.
I'm afraid I don't see it that way.
Not really.
I'm sorry, but it's not quite right.
I'm afraid I disagree.
I'm afraid I can't agree with that.
I don't really agree with you on that.
To tell you the truth, I have a different opinion.
Basically, I understand what you mean, but I think your conclusions are wrong.
<i>Understanding</i>
I understand.
I see.
I see what you mean.
I see your point.
I got it.
<i>When you don't know the answer</i>
I don't know.
I really don't know.
I'm afraid I couldn't say.
I have no idea.
I wish I knew.
Don't ask me.
<i>Doubt</i>
I'm not quite sure about it.
Maybe, but I'm not sure.
I'm not sure that I agree with your argument.
I have to think about it.
I have mixed feelings about it.
Are you sure that this information is correct / accurate?
<i>Disbelief</i>
It can't be true!
I can't believe it.
I don't believe it.
Are you serious?
You must be joking.
<i>Approval</i>
I think that it is a great idea.
It's great! / That's great! / Great!
It's very good! / Very good!
It's a good point.
You did a great job.
<i>Disapproval</i>
I don't like this idea.
I'm against this plan.
I don't think it will work.

It's too expensive.
It will take too much time.
It's too time-consuming.
<i>Asking to repeat</i>
I'm sorry, but could you repeat what you just said?
I'm afraid I haven't heard what you said.
Could you repeat it, please?
Can you repeat it, please?
What did you say?
Sorry? / Beg your pardon?
<i>Interrupting the speaker</i>
I'm sorry to interrupt you, but could you repeat the address, please?
I'm sorry to interrupt, but there's a telephone call for Mr. Green.
Forgive me for interrupting you, but I'd like to ask a question.
Excuse me for interrupting you, but I don't think this information is relevant to the subject of our discussion.
I'm sorry for the interruption. ¹⁶

Рекомендуемая литература:

Перечень основной литературы:

1. Кушнир, М. Ю. Просодическая реализация дидактических стратегий в британском педагогическом дискурсе : монография / М. Ю. Кушнир. — Москва : Прометей, 2013. — 98 с. — ISBN 978-5-7042-2452-5. — Текст : электронный // Электронно-библиотечная система IPR BOOKS: [сайт]. — URL: <http://www.iprbookshop.ru/58186.html>

2. Содержание и методика педагогической деятельности в социальной работе (социальная педагогика) : учебное пособие для студентов педагогических вузов / Н. А. Соколова, Н. П. Артемьева, В. Ф. Жеребкина [и др.] ; под редакцией Н. А. Соколова. — Челябинск : Челябинский государственный педагогический университет, 2014. — 350 с. — ISBN 978-5-906777-07-2. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/31919.html>

Перечень дополнительной литературы:

1. Зворыгина, О. И. Педагогическая риторика : учебное пособие. Направление подготовки 050100.62 Педагогическое образование / О. И. Зворыгина. — Сургут : Сургутский государственный педагогический университет, 2013. — 164 с. — ISBN 2227-8397. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/87035.html>

Перечень учебно-методического обеспечения самостоятельной работы обучающихся по дисциплине

1. Методические указания по выполнению практических работ по дисциплине «Стратегии педагогического дискурса». – С.В.Сорокина, Ставрополь, 2021 г.

1. Методические рекомендации по организации самостоятельной работы обучающихся по дисциплине «Стратегии педагогического дискурса». – С.В.Сорокина, Ставрополь, 2021 г.

Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины

1. http://braintreebyb1.homestead.com/Ways_to_praise_a_child.pdf - Сайт содержит речевые образцы похвалы.

¹⁶ <http://usefulengish.ru/phrases/general-conversation-and-discussion>

2. <http://www.englisch-hilfen.de/en/words/anweisungen.htm> - Сайт содержит выражения, необходимые для преподавателя в рамках занятия на английском языке.
3. [http://www.gifu-net.ed.jp/kyoka/eigo/Communicative English /05-8aClassroom% 20English.htm](http://www.gifu-net.ed.jp/kyoka/eigo/Communicative%20English/05-8aClassroom%20English.htm) - Сайт содержит выражения, необходимые для преподавателя в рамках занятия на английском языке.
4. <https://www.apa.org/education/k12/classroom-mgmt> – педагогический дискурс
5. <https://www.edglossary.org/classroom-management/> - педагогический дискурс
6. <http://www.nea.org/tools/51721.htm> – советы по организации педагогического дискурса
7. <https://7esl.com/classroom-english-teachers/> - вокабуляр для преподавателей иностранного языка
8. <https://www.englisch-hilfen.de/en/words/anweisungen.htm> – вокабуляр в англоязычном педагогическом дискурсе

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное автономное
образовательное учреждение высшего образования
«СЕВЕРО-КАВКАЗСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ»

Методические указания по организации самостоятельной работы
обучающихся по дисциплине
«СТРАТЕГИИ ПЕДАГОГИЧЕСКОГО ДИСКУРСА В ОБУЧЕНИИ
ИНОСТРАННЫМ ЯЗЫКАМ»

Направление подготовки	45.04.02 Лингвистика
Направленность (профиль)	Современные методы прикладной лингвистики и перевода
Год начала обучения	2026
Форма обучения	очная
Реализуется в семестре	1

Ставрополь, 2026

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1. Введение

Методические рекомендации к самостоятельной работе по дисциплине «Стратегии педагогического дискурса в обучении иностранным языкам» разработаны в соответствии с рабочей программой дисциплины по направлению подготовки 45.04.02 Лингвистика, программа подготовки «Современные методы прикладной лингвистики и перевода».

Основной формой работы студента является не только работа на лекции, изучение конспекта лекций, их дополнение рекомендованной литературой, но и внеаудиторная деятельность, которая позволит хорошо усвоить изучаемый материал, заложить основы лингвистических знаний.

Цель самостоятельной работы студентов в процессе изучения дисциплины «Стратегии педагогического дискурса в обучении иностранным языкам» – научить студента работать: 1) с учебным материалом по дисциплине, 2) с научной информацией, актуальными исследованиями в области методики обучения иностранным языкам, 3) с методологическими подходами и идеологическими установками, имевшими место на различных этапах развития педагогики.

2. Общая характеристика самостоятельной работы студента при изучении дисциплины

Самостоятельная работа студента в рамках дисциплины «Стратегии педагогического дискурса в обучении иностранным языкам» понимается как планируемая учебная работа, выполняемая во внеаудиторное (аудиторное) время по заданию и при методическом руководстве преподавателя, но без его непосредственного участия.

Организация самостоятельной работы студентов заключается в создании психолого-дидактических условий развития интеллектуальной инициативы и теоретического мышления студента.

Самостоятельная работа направлена на формирование следующих компетенций:

Код	Формулировка:
ПК-4	Способен применять лингводидактические знания при решении исследовательских, педагогических и прикладных задач, комплексно работать с лингвистической информацией в педагогической деятельности.
ПК-5	Способен свободно владеть методами научного исследования, конструировать, обосновывать и использовать в исследовательской деятельности теоретические концепты, формулировать новые цели и достигать новых результатов в соответствующей предметной области.

Задачи самостоятельной работы:

- формировать навыки самостоятельной работы с учебной и научной литературой;
- расширить лингвистический кругозор студентов;
- повысить уровень подготовленности к практическим занятиям за счет овладения дополнительным материалом из источников, как рекомендованных преподавателем, так и найденных самостоятельно.

Таким образом, самостоятельная работа развивает навыки научно-исследовательской деятельности в избранной профессиональной области.

3. План–график выполнения самостоятельной работы

Коды реализованных компетенций	Вид деятельности студентов	Итоговый продукт самостоятельной работы	Средства и технологии оценки	Объем часов, в том числе		
				СРС	Контактная работа с преподавателем	Всего
1 семестр						
ПК-4, ПК-5	Самостоятельное изучение литературы по темам, подготовка к практическим занятиям. Выполнение разноуровневых заданий.	Конспект	Собеседование	16	2	18
ПК-4, ПК-5	Подготовка к дискуссии по темам	Конспект	Собеседование	16	2	18
ПК-4, ПК-5	Подготовка к круглому столу по теме	Конспект	Собеседование	16	2	18
ПК-4, ПК-5	Разработка кейсов	План – конспект кейса	Собеседование	16	2	18
ПК-4, ПК-5	Разработка глоссария	Словарь-конспект	Собеседование	16	2	18
Итого за 1 семестр				80	10	90

Для выполнения самостоятельной работы необходимо пользоваться литературой, которая предложена в списке рекомендуемой литературы, Интернет-ресурсами или другими источниками по усмотрению студента.

Выполнение самостоятельной работы позволит приобрести не только знания, умения и навыки, но и выработать свою методику подготовки, что очень важно в организации всей научно–учебной деятельности.

При изучении дисциплины предусматриваются следующие формы самостоятельной работы студента:

- работа с конспектом лекций;
- самостоятельное изучение основной и дополнительной литературы по дисциплине с конспектированием по разделам;
- работа с электронными ресурсами в сети Интернет;
- конспектирование и реферирование первоисточника и научно-исследовательской литературы;
- подготовка доклада и мультимедийной презентации.
- разработка вокабуляра
- разработка кейсов

4. Контрольные точки и виды отчетности по ним

Рейтинговая оценка знаний студента не предусмотрена учебным планом.

Контроль самостоятельной работы проводится преподавателем в аудитории.

Предусмотрены следующие виды контроля: собеседование, оценка доклада, оценка презентации, оценка участия в круглом столе и дискуссии.

Подробные критерии оценивания компетенций приведены в Фонде оценочных средств для проведения текущей аттестации.

5. Методические рекомендации по изучению теоретического материала

Работа с конспектом лекций

Работа с конспектом лекций по дисциплине «Введение в языкознание» заключается в том, что студент в период между лекционными занятиями изучает материал конспекта формулирует вопросы по неясным положениям изученного материала и задает их во время, отведенное учебным планом на контроль самостоятельной работы студента или во время практических занятий.

Чтение основной и дополнительной литературы по курсу с конспектированием по разделам

Самостоятельная работа при чтении учебной литературы начинается с изучения источников по соответствующей теме учебной программы. При изучении нового материала составляется конспект, которым студент пользуется затем во время практических занятий.

Работа с электронными ресурсами в сети Интернет

Для повышения эффективности самостоятельной работы студент должен уметь работать в поисковой системе сети Интернет и использовать найденную информацию при подготовке к занятиям. Поиск информации можно вести по автору, заглавию, виду издания, году издания или издательству. Также в сети Интернет доступна услуга по скачиванию методических указаний и учебных пособий, подбору необходимой научной литературы.

Конспектирование и реферирование первоисточника и научно-исследовательской литературы

Конспект представляет собой дословные выписки из текста источника. При этом следует помнить, что конспект – это не полное переписывание чужого текста. При написании конспекта текст источник следует прочитать, выделить в нем основные положения, подобрать примеры, перекомпоновать материал (при необходимости), а уже затем оформлять текст конспекта. Конспект может быть полным, когда работа идет со всем текстом источника, или неполным, когда интерес представляет какой-либо один или несколько вопросов, затронутых в источнике.

Реферирование — сложный творческий процесс, в основе которого лежит умение выделить главную информацию из текста первоисточника. Реферирование заключается в анализе первичного документа, нахождении значимых в смысловом отношении данных (основных положений, фактов, доведите день, результатов, выводов) и имеет целью сократить физический объем первичного документа при сохранении его основного смыслового содержания. Оно используется в научной, издательской, информационной и библиографической деятельности.

6. Методические указания (по видам работ, предусмотренных рабочей программой дисциплины)

Выполнение разноуровневых заданий

Процедура выполнения разноуровневых заданий предполагает осуществление

начальных элементов процедуры лингвистического анализа.

Для подготовки к данному оценочному мероприятию необходимо внимательно ознакомиться с материалами учебника в соответствующих разделах, повторить основные понятия каждой темы, рассмотреть алгоритмы осуществления анализа лингвистических единиц и явлений, предложенные на лекциях и во время практических занятий.

При подготовке к ответу студенту предоставляется право пользования словарями, справочниками, самостоятельно подготовленными конспектами.

При проверке задания оцениваются:

- правильность и полнота полученных результатов;
- самостоятельность и обоснованность выводов;
- аккуратное оформление работы.

Подготовка мультимедийной презентации

Презентация, согласно толковому словарю русского языка Д.Н. Ушакова: «... способ подачи информации, в котором присутствуют рисунки, фотографии, анимация и звук». Для подготовки презентации рекомендуется использовать: PowerPoint, MS Word, AcrobatReader. Самая простая программа для создания презентаций – Microsoft PowerPoint. Для подготовки презентации необходимо собрать и обработать начальную информацию.

Последовательность подготовки презентации:

1. Четко сформулировать цель презентации: вы хотите свою аудиторию мотивировать, убедить, заразить какой-то идеей или просто формально отчитаться.
2. Определить, каков будет формат презентации: живое выступление (тогда, сколько будет его продолжительность) или электронная рассылка (каков будет контекст презентации).
3. Отобрать всю содержательную часть для презентации и выстроить логическую цепочку представления.
4. Определить ключевые моменты в содержании текста и выделить их.
5. Определить виды визуализации (картинки) для отображения их на слайдах в соответствии с логикой, целью и спецификой материала.
6. Подобрать дизайн и форматировать слайды (количество картинок и текста, их расположение, цвет и размер).
7. Проверить визуальное восприятие презентации.

К видам визуализации относятся иллюстрации, образы, диаграммы, таблицы.

Иллюстрация – представление реально существующего зрительного ряда.

Образы – в отличие от иллюстраций – метафора. Их назначение – вызвать эмоцию и создать отношение к ней, воздействовать на аудиторию. С помощью хорошо продуманных и представляемых образов, информация может надолго остаться в памяти человека.

Диаграмма – визуализация количественных и качественных связей. Их используют для убедительной демонстрации данных, для пространственного мышления в дополнение к логическому.

Таблица – конкретный, наглядный и точный показ данных. Ее основное назначение – структурировать информацию, что порой облегчает восприятие данных аудиторией.

Практические советы по подготовке презентации

- готовьте отдельно: печатный текст + слайды + раздаточный материал;
- слайды – визуальная подача информации, которая должна содержать
- минимум текста, максимум изображений, несущих смысловую нагрузку, выглядеть наглядно и просто;
- текстовое содержание презентации – устная речь или чтение, которая
- должна включать аргументы, факты, доказательства и эмоции;

- рекомендуемое число слайдов 10-12;
- обязательная информация для презентации: тема, фамилия и инициалы выступающего; план сообщения; краткие выводы из всего сказанного; список использованных источников;
- раздаточный материал – должен обеспечивать ту же глубину и охват, что и живое выступление: люди больше доверяют тому, что они могут унести с собой, чем исчезающим изображениям, слова и слайды забываются, а раздаточный материал остается постоянным осязаемым напоминанием; раздаточный материал важно раздавать в конце презентации; раздаточный материалы должны отличаться от слайдов, должны быть более информативными.

Доклад, согласно толковому словарю русского языка Д.Н. Ушакова, представляет собой «... сообщение по заданной теме, с целью внести знания из дополнительной литературы, систематизировать материал, проиллюстрировать примерами, развивать навыки самостоятельной работы с научной литературой, познавательный интерес к научному познанию».

Тема доклада должна быть согласована с преподавателем и соответствовать теме учебного занятия. Материалы при его подготовке, должны соответствовать научно-методическим требованиям вуза и быть указаны в докладе. Необходимо соблюдать регламент, оговоренный при получении задания. Иллюстрации должны быть достаточными, но не чрезмерными.

Работа студента над докладом-презентацией включает отработку умения самостоятельно обобщать материал и делать выводы в заключении, умения ориентироваться в материале и отвечать на дополнительные вопросы слушателей, отработку навыков ораторства, умения проводить диспут.

Докладчики должны знать и уметь: сообщать новую информацию; использовать технические средства; хорошо ориентироваться в теме всего семинарского занятия; дискутировать и быстро отвечать на заданные вопросы; четко выполнять установленный регламент (не более 10 минут); иметь представление о композиционной структуре доклада и др.

Структура выступления

Вступление помогает обеспечить успех выступления по любой тематике. Вступление должно содержать: название, сообщение основной идеи, современную оценку предмета изложения, краткое перечисление рассматриваемых вопросов, живую интересную форму изложения, акцентирование внимания на важных моментах, оригинальность подхода.

Основная часть, в которой выступающий должен глубоко раскрыть суть затронутой темы, обычно строится по принципу отчета. Задача основной части – представить достаточно данных для того, чтобы слушатели заинтересовались темой и захотели ознакомиться с материалами. При этом логическая структура теоретического блока не должны даваться без наглядных пособий, аудиовизуальных и визуальных материалов.

Заключение – ясное, четкое обобщение и краткие выводы, которых всегда ждут слушатели

Разработка глоссария

Глоссарий представляет собой вербальный инвентарий стратегий педагогического дискурса, т.е. перечень речевых образцов, подлежащих усвоению и использованию в соответствии с этапом занятия и вида деятельности. Количество речевых единиц должно быть не менее 200. Речевые образцы отбираются из аутентичных текстов, видео и аудио материала, в процессе наблюдения за речевым поведением преподавателей носителей – языка и т.д. Вокабуляр должен быть представлен в виде конспекта.

Разработка кейса

Кейс (анализ конкретной ситуации) представляет собой проблемную задачу, требующую решения и предназначен для совершенствования навыков и получения опыта в следующих областях: выявление, отбор и решение проблем; работа с информацией — осмысление значения деталей, описанных в ситуации; анализ и синтез информации и аргументов; работа с предположениями и заключениями; оценка альтернатив; принятие решений; слушание и понимание других людей — навыки групповой работы.

Кейсом может стать видео-урок или скрипт аудио-урока с последующим перечнем заданий, самостоятельно разработанных студентами для групповой работы в аудитории.

7. Список литературы, использованной при составлении методических рекомендаций

Перечень основной литературы:

1. Кушнир, М. Ю. Просодическая реализация дидактических стратегий в британском педагогическом дискурсе : монография / М. Ю. Кушнир. — Москва : Прометей, 2013. — 98 с. — ISBN 978-5-7042-2452-5. — Текст : электронный // Электронно-библиотечная система IPR BOOKS: [сайт]. — URL: <http://www.iprbookshop.ru/58186.html>

2. Содержание и методика педагогической деятельности в социальной работе (социальная педагогика) : учебное пособие для студентов педагогических вузов / Н. А. Соколова, Н. П. Артемьева, В. Ф. Жеребкина [и др.] ; под редакцией Н. А. Соколова. — Челябинск : Челябинский государственный педагогический университет, 2014. — 350 с. — ISBN 978-5-906777-07-2. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/31919.html>

Перечень дополнительной литературы:

1. Зворыгина, О. И. Педагогическая риторика : учебное пособие. Направление подготовки 050100.62 Педагогическое образование / О. И. Зворыгина. — Сургут : Сургутский государственный педагогический университет, 2013. — 164 с. — ISBN 2227-8397. — Текст : электронный // Электронно-библиотечная система IPR BOOKS : [сайт]. — URL: <http://www.iprbookshop.ru/87035.html>

Перечень ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины

1. http://braintreebybl.homestead.com/Ways_to_praise_a_child.pdf - Сайт содержит речевые образцы похвалы.

2. <http://www.englisch-hilfen.de/en/words/anweisungen.htm> - Сайт содержит выражения, необходимые для преподавателя в рамках занятия на английском языке.

3. http://www.gifu-net.ed.jp/kyoka/eigo/Communicative_English/05-8aClassroom%20English.htm - Сайт содержит выражения, необходимые для преподавателя в рамках занятия на английском языке.

4. <https://www.apa.org/education/k12/classroom-mgmt> – педагогический дискурс

5. <https://www.edglossary.org/classroom-management/> - педагогический дискурс

6. <http://www.nea.org/tools/51721.htm> – советы по организации педагогического дискурса

7. <https://7esl.com/classroom-english-teachers/> - вокабуляр для преподавателей иностранного языка

8. <https://www.englisch-hilfen.de/en/words/anweisungen.htm> – вокабуляр в англоязычном педагогическом дискурсе