EXPANSION METAPROCEDURE IN DEVELOPING ENGLISH MAJORS' TEXTUAL COMPETENCE

МЕТАПРОЦЕДУРА РОЗШИРЕННЯ У ФОРМУВАННІ ТЕКСТОВОЇ КОМПЕТЕНЦІЇ МАЙБУТНІХ ВЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ

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The article focuses on the problem of developing textual competence in university students – prospective English teachers. Work with text at tertiary level is considered to be one of the most important activities in pre-service foreign language teacher education. The aim of this research is to clarify and substantiate the use of expansion metaprocedure in students' textual competence development in the process of teaching English majors. Expansion metaprocedure deals with the content information of the text and its extending by detailed elaboration, explicitation, specification, adding descriptive elements, specific examples, ways of logical thought development, etc. and can be viewed as the exact opposite of text-compression. The article outlines the possibilities of using expansion metaprocedure for developing students' cognitive, communicative and language skills in producing cohesive, coherent and linguo-culturally adequate texts. In the research the following methods are used: empirical (expert assessment, studying the results of the students' learning activity, interviewing, questionnaires), mathematical processing of obtained data. The authors describe the organization of students' educational activity within the course "Oral and Written Speech Practice". The focus is on the expansion activities that contributed to students' skills of text production, peer assessment, development of figurative thinking. The experiment results testify the efficacy of the expansion metaprocedure for developing English majors' textual competence. It facilitated both text-reception and text-production, helped students to see texts as cognitive structures that can be discussed in quite precise and explicit ways and can, therefore, be analyzed, compared, discussed and criticized.

Key words: *English majors, expansion metaprosedure, textual competence, text creation, text.*

Робота з текстом у навчанні іноземної мови як спеціальності є одним із найважливіших напрямів фахової підготовки студентів. Наша увага зосереджена на проблемі формування текстової компетенції студентів – майбутніх вчителів-філологів. Метою представленої наукової розвідки є опис можливостей метапроцедури розширення у формуванні текстової компетенції студентів – майбутніх вчителів англійської мови. Метапроцедура розширення орієнтована на роботу зі змістовною інформацією, яка міститься у первісно поданому тексті, та її розширення за рахунок деталізації, уточнення, включення елементів опису, конкретних прикладів, розкриття причинно-наслідкових зв'язків, способів логічного розвитку думки, що може розглядатися як протилежна процедурі компресії текстової інформації. Висвітлено досвід застосування метапроцедури розширення для розвитку когнітивно-комунікативної системи студентів, формування вмінь продукувати власні тексти різних стилів і жанрів з урахуванням відповідних лінгвокультурних факторів та оцінювати їх відповідно до заданих критеріїв. У дослідженні використовуються такі методи: емпіричний (експертна оцінка, вивчення результатів навчальної діяльності студентів, опитування, анкетування), математична обробка отриманих даних. Описано організацію навчальної діяльності студентів у курсі «Практика усного та писемного мовлення». Особлива увага приділяється завданням, що пропонуються студентам. Результати експерименту свідчать про ефективність метапроцедури розширення у формуванні текстової компетенції студентів – майбутніх вчителів англійської мови. Метапроцедура розширення сприяє засвоєнню студентами когнітивних принципів побудови тексту та когнітивних обмежень щодо організації текстової інформації, розвитку умінь аналізу з метою проникнення у глибинний зміст вихідного англомовного тексту, синтезу інформації, логічного викладу матеріалу, вільного продукування власних текстів в усному та писемному мовленні.

Ключові слова: *майбутні вчителі англійської мови, метапроцедура розширення, текстова компетенція, створення тексту, текст.*

Introduction. In Ukrainian system of education now the focus is on educating a competent specialist that presupposes his acquiring certain competences. In pre-service foreign language teacher education students' textual competence is of great importance, the text being "the main unit of communication, the product of speech-creation process, the way of conveying information, the form of culture and the reflection of person's mental state" [9, p. 66], a multifunctional didactic phenomenon.

Literature review. Scientific literature review shows that the notion "textual competence", its structural components are analized in the works of Bachman (1990), Brown (1994), Dimarsky (2001), Salosina (2007), Gribova (2009) and other scientists. Attention is paid to the place of textual competence in the competence model of philological education (Bolotnova (2001, 2002), Dimarsky (2001), Mamadaliev (2002), Littlemore & Low (2006), Soltanbekova (2008), Skovorodnikov & Kopnina (2009), Sologub (2011), etc.). The problem of textual competence development on the material of native and foreign languages at secondary school was the subject of research of Saifutdinova (2000), Koshechkina (2008), Ovchinnikova (2011), Sviridova (2012), and others. However, despite the considerable number of works devoted to the study of textual competence and the problem of its development at various levels, a number of ques-

tions of both theoretical and practical character are still arise. In particular, it concerns the problem of developing students' textual competence in pre-service English teacher professional education.

Numerous research works emphasize text didactic potential. As Averintsev [1] points out, language education as a system of professional education in languages and literatures (linguists, literary critics, teachers, translators) is aimed at providing students with systematic special knowledge, practical skills and abilities to work with text. We share this point of view since teaching FL with text is a productive basis for development an integrative type of professional in the field of philology and pedagogy. Despite significant developments in ELT practices, our experience shows that in the educational process the passive character of work with text tends to be ineffective; students have difficulty in creating their own logical, coherent and cohesive texts of various styles, genres, types and forms with regard to their compositional and linguistic regularities, as well as relevant differences compared to those in their mother tongue. A challenging task for them is to analyze and disclose text information program, to transfer text information to a different cognitive context or to another form of its presentation. In this respect, of interest is the use of metaprocedures of processing text information which were the subject matter of our research (see "Text in teaching English as a major in Higher School: communicative-cognitive approach" [6], "Metaprocedures of processing text information in teaching English as a major in Higher School: communicative-cognitive approach" [5] and "Media Transfer Metaprocedure in Teaching English with Text" [10]). In this article the focus is on the detailed description of the expansion metaprocedure as a tool of developing English majors' textual competence.

The aim of this article is to clarify and substantiate the use of expansion metaprocedure in students' textual competence development in the process of pre-service English teacher education.

Theoretical grounds. Following the scientific research by Bolotnova [2, p. 698], Selivanova [8, p. 599–600], we understand textual competence firstly, as an integrated knowledge of the text as an conceptually and structurally integrated semiotic form of the speaker's linguistic and psychosocial activity, dialogically embedded in the semiotic universe of culture, that is considered to be a pragmatic mediator of communication; secondly, as a set of person's skills and abilities to realize textual activities (to create oral and written textsand to understand them on the basis of interpretation) based on this knowledge. In this context text can be characterized as a certain cognitive basis, an educational model of coordination of the author's and the recipient's activity, a form of communication. The text information is understood as the linguistic and extralinguistic information which

the recipient interprets within the author' model of communicative activity. In other words, text contains certain program for its comprehension and recreation, promotes recipient's communicative-cognitive activity. Thus, textual activity gives students an opportunity to develop their cognitive skills as well as communicative.

Researches [3; 7] identify the following types of textual activity: text-comprehension, text-reproduction, text-creation, text-interpretation. These types of textual activity determine the choice of text work modes. In developing textual competence in the process of pre-service English teacher professional education the accent should be on: learning via cognition with a wide use of professional cognitive and communicative skills on the level of analysis, synthesis, comparison, generalization, expansion, compression, etc.; integrated development of students' skills of text reception and text production.

Textual competence is deeply related to the notions of text style, text genre, text type, which are the terms used to label variety in language use. As to their functional-stylistic features texts are classified into belles-lettres, publicistic, scientific or official, each having their own genre differentiation. According to communicative intention the following types are distinguished: descriptive, narrative, argumentative, expository, instructive [4].

In our previous research we singled out seven metaprocedures of work with text, expansion metaprocedure among them.

Expansion metaprocedure deals with the content information of the text and its adding/extending by detailed elaboration, explicitation, specification, adding descriptive elements, specific examples, ways of logical thought development, etc. and can be viewed as the exact opposite of text-compression. It is aimed at developing students' figurative thinking (ability to use language in its ideational function, to express meaning in terms of our experience of the real world), organizational textual competence (ability to control the format structure of the language for producing grammatically correct sentence, comprehending their propositional content and ordering them to form texts) cognitive and communicative skills as follows: analytical skills of disclosing text information program and penetrating into the deep content of the original English text; skills of information synthesis and logical presentation of the material, skills of creating texts of concrete style/genre/format with regard to their system-structural organization and adequate language means. Thus, the focus is on text-comprehension andtext-creation.

What follows are some examples of expansion activities: inserting additional fragments of description/argumentation/narrative into the text; inserting interlocutor's utterances into a dialogical text; adding a new character/s in the text; adding beginning/

end to the narrative/descriptive/argumentative text; adding comment within a text; creating text on the basis of information minimum (for instance: title, first paragraph, first/last sentence, keywords, dialogue, proverbs, aphorisms); creating text on the basis of the plan; expanding the abstract into summary/conference theses; expanding notes into mini-lecture; expanding the content of the text and introducing linguistic units to provide additional impact on the audience, etc.

In the textbooks among above mentioned expansion activities much attention is given only to adding the end to the narrative text and expanding a sentence or a well-known proverb into a paragraph. Both tasks are usually presented in textbooks for developing writing skills and/or in the courses of creative writing. Thus, the didactic potential of the expansion metaprocedure of processing text information is not fully realized.

Methodological framework.

Participants and methods. In connection with the problem stated above the research work was organized at the Faculty of Foreign Languages of South-Ukrainian National Pedagogical University named after K.D. Ushynsky. It was aimed at developing English majors' textual competence. Expansion metaprocedure activities were implemented in the course of Oral and Written Speech Practice for students of Bachelor's programme as case study within the complex research of integration metaprocedures of processing text information into the process of pre-service English teacher professional education. The case study attempted to answer three main questions: 1) What is the impact of expansion metaprocedure on students' professional cognitive, communicative and language skills formation? 2) Does expansion metaprocedure help students to be effective in producing cohesive and coherent texts considering relevant linguo-cultural peculiarities? 3) What is the potential of expansion metaprocedure among other metaprocedures?

Into research were involved 93 students of 1st–4thyears of study within 2016– 2019. Expansion metaprocedure has been consequently implemented into educational process since the 1styear of their study. The level of the cognitive comlexity of the suggested tasks was gradually increasing considering students' level of proficiency, educational goals and objectives of the stage. The research data were collected via analyzing students' answers, the results of their learning activity, students' surveys, peer assessment forms that the students had to fill in during oral presentations and while assessing written works of their peers, and a self-assessment questionnaire which students were to do at the end of each academicyear.

The following methods were used to collect data for the research: empirical (expert assessment, studying the results of the students' learning activity, interviewing, questionnaire), mathematical processing of obtained data.

Context. At the initial stage (1stand 2ndyears of study) intermediate level of proficiency is formed. The aim of this phase is to develop students' ability to produce clear, detailed texts on a wide range of topics related to the interests of the recipient.

Implementing expansion metaprocedure at this stage, at first, we focused on narrative, descriptive and argumentative text types, later introducing expository texts and texts-instructions. Understanding text information program helps students to create their own text-products. Thus, as variant of expansion metaprocedure the 1stand 2ndyear students were offered tasks aimed at building knowledge of the text types listed above (how information is structured in these text types, their linguistic peculiarities) and acquiring skills in text production. Some examples of expansion activities are as follows:

– *Read the text below. A part of the narration is missed. Insert it into the text. What specific linguistic means are employed in the narrative text?*

– *Read the humorous text that follows. It has no beginning/end. Amplify this narrative text with beginning/ending paragraph. Compare linguistic features of the given and new information.*

– *Read the text below. The author started describing his character but has not finished it. Expand the given text by character description. What details do you think necessary to be added – characteristics, appearance, personality, habits or qualities?*

– *Read the following conversation. Where do you think Tom and Liz are communicating? Work in pairs and expand the dialogue with a short description of this place.*

– *Expand the given information into description: studio – to fill – roses – summer wind – to stir – to come through – door – scent – lilac – perfume – pink- flowering thorn. What linguistic features does a descriptive text employ (dominant tenses usage, types of verbs (action, mental, etc.), nouns, adjective, adverbs, etc.)? Did you use them in your text? Explain the aim of their use.*

– *Look at the given sentence. It is a conclusion of the argumentative text. Expand this sentence into a miniature text tracing the steps by which this thought has been arrived at. Mind text structure of the argumentative text. What cohesive linguistic means did you use?*

– *Read the instruction below. Do you think it complete? If not, expand it with necessary steps.*

Working over expansion tasks students realized that description is an enumeration of the characteristics, properties of an object; narration is a story about events in a time sequence; argumentation is the study of an object or phenomenon, the disclosure of their internal characteristics, proof of certain points, thus it often includes explanation; instruction is a kind of recommendation foraction.

With the aim of developing students' textual competence, reading and writing links were integrated in

the activity instructions. Thus, the activities mentioned above could be done either orally or/and in written form. For example, some expansion tasks suggested presenting a text at first orally (the text was recorded), after that in written form and comparing the two variants. We attempted at drawing students' attention to the difference between oral and written texts, to the length of their text products and linguistic meansused.

At the main stage (3rdyear of study) students should reach upper-intermediate level, which implies the ability to express thoughts in the form of clear, well-structured texts, emphasizing what seems to them the most important and recipient-oriented. Since narration, description and argumentation are often combined in the same text, as a variant of expansion metaprocedure the 3rdyear students were suggested tasks aimed at using their knowledge of these text types to create different macro-texts with certain style peculiarities. Some examples of the expansion metaprocedure suggested to the 3rd year students are asfollows:

– *Read the given abstract and expand it into a summary. Mind lexical and grammatical cohesion devices.*

– *Three abstracts are given below. Define the style of the source texts. Expand them into summaries. Dwell upon the linguistic features according to the text style and genre.*

– *You have the first and the last sentences of the text. Create your own text based on this information minimum. Comment on the linguistic peculiarities of the created text.*

– *Read the text "Tablet versus Laptop". Expand it by adding advantages or disadvantages enumerated in the text. Be ready to present a new text orally.*

– *Read the texts given below. Add comments within them. Dwell upon the linguistic features of the comments added as to the text style and genre.*

– *Two texts are given below. Read them attentively. One of them needs completing. Expand the text by choosing the appropriate information from another text.*

– *Read a scientific article that follows. Do you think its information is complete? If not, expand it with the necessary reasoning, description or narration.*

– *Three texts are given below. What styles do they belong to? Read them attentively. One of them needs completing. Expand the text by choosing the appropriate information from other texts. Is it necessary to make linguistic changes with the information added to the target text? Why?*

– *Proverb is a brief statement that is in general use and expressescommonly held ideas, beliefs, the accumulated people's wisdom and life experience of the community. Expand the proverb "Even Homer sometimes nods" by adding illustrations, examples and details connected with the main theme. Use some hints for guidance given below.*

Students' attention was focused on the fact that the choice of these text types is determined by the text style and genre. They realized that description is a characteristic of a fiction text when characterizing a hero, object or surroundings; narration – when listing actions, their change in time; argumentation – in the author's digressions explaining the character's behavior, expressing his moral, psychological, etc. position. Concerning non-fiction texts, in a scientific text reasoning is used to present conceptual information; description – to characterize the object studied; narration – to present a research history, etc. This allowed teachers to gradually expose students to more complex ways of expressing a style/genre.

At the advanced stage (4thyear of study) students should be able to produce easily coherent and cohesive texts in a certain style, presenting information with an effective logical structure that allows the recipient to perceive and memorize important points. Expansion activities suggested to the 4thyear students were aimed at improving their knowledge of particular stylistic and genre text features, of style/genre/text type usage, of the contexts of its occurrence. For example, students were suggested the following activities:

– *Read the text given below. Insert a new negative character in the text and present it from the point of view of anonymous narrator.*

– *Read the text given below. Expand it with the main character's interior monologue. Mind its linguistic peculiarities.*

– *Read the protagonist's description of his impressions while visiting Oxford University. Expand it using stream-of-consciousness technique. Mind its linguistic peculiarities. Comment on the expanded text and its expressive value.*

– *You are given the main points singled out from each paragraph of the newspaper article you read last week. Read them aloud combining with the help of text organizers to create a cohesive text.*

– *Your fellow student compressed a scientific article into abstract. Now read this abstract and expand it into asummary.*

– *Look at the notes of lecture in Stylistics given below. Expand these notes intomini-lecture.*

– *Read the text below and expand the content of the text introducing stylistic expressive means to provide additional impact on theaudience.*

The implementation of the expansion metaprocedure suggested both class and self-study activities, predominant being individual tasks, pair and small-group work which proved to beeffective.

Results. To evaluate students' works we used peer-assessment as a collaborative learning technique. It helped to involve students in the assessment process which is especially urgent in future teachers' professional education. For oral presentations the students had to fill in the evaluation form

Table 1

Level of students' knowledge and skills: self-assessment results

Students' knowledge and skills	Students' self-assessment (number of students)			
	High level	Average level	Low level	Unable
ability to understand and analyse the text programme	65	28	-	-
ability to expand the text according to the task	62	31	-	-
ability to expand the text of a certain functional style	75	18	-	-
development of figurative thinking	81	12	-	-
development of organizational textual competence	69	14	-	-

(that included criteria and the number of points and their comments on the choice of the mark) immediately and then give it to the facilitator of the project; all the written tasks the facilitator sent to the students without attribution to the author. The students were to fill in the evaluation form and send it back. They had to evaluate each task on all the criteria on scale from one to ten.The final assessment was done by the teacher.

We suggested that the students' works should be assessed according to the following criteria:

– task achievement (all the requirements of the task are fully accomplished in compliance with the established word limits);

– grammar (grammar accuracy, variety of grammar structures);

– vocabulary (range of vocabulary used);

– cohesion and coherence (logical sequence of information and ideas, use of cohesive devices).

The analysis of students' text-products by expert assessment showed gradual increase of these parameters – by an average 16–18% every year.

According to the students' surveys expansion metaprocedure appeared to be a fruitful experience which helped them to communicate effectively both orally and in writing, to develop a sense of self as a text producer. They define their motivation for the activities suggested and self-efficacy in text-production asenhanced.

At the end of each academic year students were asked to do a self-assessment questionnaire in which it was necessary to define the level of students' knowledge and skills of text production developed with the help of expansion (table 1).

Conclusion. This study attempted to clarify and substantiate the didactic potential of expansion metaprocedure in developing students' textual competence in the process of pre-service English teacher education. As can be observed from the results of research work, there is a significant potential of the expansion metaprocedure for development students' cognitive, communicative and language skills formation. It helps students to be effective in producing cohesive and coherent texts considering relevant linguo-cultural peculiarities. Peer assessment contrib-uted to the students' understanding academic standards and assessment criteria.

As the essential aspect of our work should be mentioned critical analysis of students' expansion-results as well as systematic discussion of language choices in text construction. It facilitated both text-reception and text-production, helped students to see texts as cognitive structures that can be discussed in quite precise and explicit ways and can, therefore, be analyzed, compared, discussed and criticized.

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