

## CROSS-CUTTING TRAINING IN PRE-SERVICE ENGLISH TEACHER'S CLASSROOM DISCOURSE ACQUISITION

### НАСКРІЗНА ПІДГОТОВКА У НАВЧАННІ ДИДАКТИЧНОГО ДИСКУРСУ МАЙБУТНЬОГО ВЧИТЕЛЯ АНГЛІЙСЬКОЇ МОВИ

*The article studies the problem of classroom discourse acquisition by pre-service English teachers. EL classroom discourse is considered to have a significant influence on the quality of teaching and learning process. The system of activities is devised within the cross-cutting training approach covering the 2nd, the 3rd, and the 4th academic years of university curriculum (within practical language discipline "Oral and written speech practice (the English language)"). The findings of the research suggest that consecutive work, step-by-step learning is an effective instrument for developing and improving pre-service EL teachers' professional speech skills. The cross-cutting training includes three main stages integrating professionally-oriented disciplines such as "Pedagogics" and "Methods of teaching the English language and literature". Each stage consists of definite groups and sub-groups of definite activities. The devised activities are aimed at raising pre-service EL teachers' awareness of the cognitive basis for building their EL classroom discourse, at encouraging students to create their individual style of verbal behaviour in the classroom, at providing a high level of practical relevance. The first stage comprises analytical tasks as well as phonetic/phonological and lexico-grammatical tasks to focus students' attention on EL classroom discourse feature characteristics as speech authenticity, phonetic, lexical and grammatical appropriateness, on speech appeal, on the acceptability of code switching in EL classroom. At the second stage analytical-communicative and training-communicative tasks are aimed at teaching language aspects and speech activity, accent is also on teacher talking time. The third and final stage is focused on the categories of teacher behaviour, emotional expressiveness of teacher professional speech and its adaptability. The suggested system of activities, implemented within the cross-cutting training, meet pre-service English teachers' needs to acquire mandatory knowledge and skills in order to be able to apply EL classroom discourse formulae in the forthcoming professional activity.*

**Key words:** classroom discourse, classroom interaction, cross-cutting training, pre-service English teachers, system of activities.

*У статті досліджується проблема навчання дидактичного дискурсу майбутніх вчителів англійської мови. Вербальна взаємодія між викладачем та учнями становить невід'ємну частину у всіх видах діяльності в класі, й відтак має значний вплив на якість викладання та навчання. Розроблено систему вправ, що*

*передбачає наскрізну підготовку здобувачів першого бакалаврського рівня вищої освіти, майбутніх вчителів англійської мови, у практичній мовній дисципліні «Практика усного та писемного мовлення (англійська мова)» на 2-му, 3-му та 4-му курсах. Акцентовано, що послідовна робота, поетапне навчання є ефективним інструментом для розвитку та вдосконалення професійних мовленнєвих вмінь вчителя англійської мови. Наскрізна підготовка охоплює три основні етапи та передбачає актуалізацію міждисциплінарних зв'язків з іншими професійно-орієнтованими дисциплінами – «Педагогіка» та «Методика викладання англійської мови та літератури». Кожному з етапів відповідає певна група вправ, яка в свою чергу розподілена на підгрупи. Розроблені вправи спрямовані на засвоєння майбутніми вчителями англійської мови когнітивних принципів побудови дидактичного дискурсу, на розвиток у них вмінь ефективно користуватися мовою в межах англомовного дидактичного дискурсу на базі створення власного стилю викладання, на забезпечення високого рівня практичної релевантності. На першому етапі здобувачам для опрацювання пропонуються аналітичні вправи для ознайомлення з особливостями мовлення вчителя на різних етапах уроку, керування навчальною діяльністю, ситуаціями з варіюванням мовних кодів, а також вправи, спрямовані на формування вмінь використовувати вирази класного вжитку з урахуванням їх фонетико-фонологічної та лексико-граматичної відповідності нормам. Другий етап передбачає аналітико-комунікативні та тренувально-комунікативні завдання для навчання мовних аспектів та видів мовленнєвої діяльності, часовими лімітами мовлення вчителя. Аналітико-комунікативні та тренувально-комунікативні вправи третього етапу орієнтовано на основні комунікативні функції мовлення вчителя, реалізовані у моделях його вербальної поведінки, емоційну виразність професійного мовлення вчителя та його адаптивність. Запропонована система вправ, реалізована в рамках наскрізної підготовки, сприяє набуттю знань та розвитку вмінь ефективно користуватися мовою в межах англомовного дидактичного дискурсу в майбутній професійній діяльності.*

**Ключові слова:** дидактичний дискурс, інтеракція між вчителем та учнями, наскрізна підготовка, майбутні вчителі англійської мови, система вправ.

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**Formulation of the problem.** This study reviews the ongoing challenge of pre-service EFL education – classroom discourse as an instrument of prospective teachers' professional pedagogical activity. Classroom discourse is an indispensable part of FL teaching, one of the effective mechanisms of teacher-student interaction that reveals what

students learn and how they learn [9]. It encompasses the organisation, management and monitoring of FL classroom activities being the central factor in the teaching frame. We totally agree with D. Tufekci Can who claims pre-service teachers, as a rule, do not have sufficient classroom discourse practice [11] that affect their in-service professional activity. Thus, there

is an urgent necessity to devise either an appropriate system of activities or a special course “Classroom discourse” (as Tufekci Can suggests) for students aiming at teaching them classroom discourse linguistic peculiarities and its formulae.

**Review of recent research and publications.** The importance of pre-service teachers’ understanding of EL classroom discourse and its structure is stressed by P. Korkut et al [5]. The researchers concluded that pre-service EL teachers training programs should include both diagnostic and intervention classroom discourse techniques [5] as its quality gives clues about the process and the quantity of the learning material acquisition by students [9].

M. Aleksandzak, following M. Pawlak, lays emphasis on the spontaneous character of the classroom discourse which reflects the interplay between dependency and uncertainty in interactions. On the other hand, any classroom discourse creates its own unique environment and is managed by its rules, goals and mechanisms different from the natural settings. Basing on these facts, the researcher states that classroom discourse should be studied within its specific context [3; 10, p. 81].

O. Kapranov pays special attention to the discourse markers as an integral part of oral EFL classroom discourse. The scientist emphasises the necessity to clearly define what discourse markers should be taught to pre-service English teachers and how they should be integrated into EFL trial classes. O. Kapranov considers stylistically neutral and colloquial discourse markers to be the most appropriate for the oral English classroom discourse since they appear familiar to the students who use them in oral and written modes of communication in English [6].

L. Harbon and M. Molony analysing the Initiation-Response-Evaluation model in the classroom discourse focused on how to recognise the linguistic turn in classroom discourse transcripts and to analyse the results of learning culture in the classroom [8]. In line with them, M. Mardani and F. Gorjizadeh devised the following model of the classroom discourse: an initiating stage, a responding stage, follow-up-1, follow-up-2. As their findings show, most of the class talk is provided by a teacher. Thus, to reach a balance between teacher talk and student talk, to encourage interaction in the classroom, the teacher should work out tasks such as “critical thinking”, “information-gap task”, etc. [7].

J. Viafara researched into the factors that can affect pre-service English teachers’ decisions as to using or not using the English language in the classroom. The scientist distinguished the following factors: low English proficiency, scarce experience in managing classrooms and discipline, negative previous experience of using English in the classroom. J. Viafara claims that University English teachers’

training programmes should integrate strategies that lead to forming in students awareness of which and how particular factors influence the quality of their English classroom discourse [12].

Thus, it is quite obvious that classroom discourse for pre-service English teachers should be included into the programme of training prospective EL teachers.

**The purpose of our study** is to submit the system of activities for pre-service EL teacher’s classroom discourse acquisition.

**Presentation of the main material.** We suggested that the system of activities for pre-service EL teacher’s classroom discourse acquisition would promote development of skills successfully and skillfully implement EL classroom discourse in the forthcoming professional activity. At first, a series of tasks was worked out and implemented into the educational process during the 4<sup>th</sup> year of study (see “Classroom discourse in pre-service EL teacher education” [13]). However, consecutive linguistic training is considered to be the most important constituent of classroom discourse acquisition by the pre-service EL teachers. Sustaining this idea, we suggested a system of activities, realised as cross-cutting training, that provides guidelines to students of Bachelor programme, pre-service EL teachers. We argue that development in the students under study professional speech skills in EL classroom discourse requires step-by-step learning which may be realised as cross-cutting training within practical language courses. Cross-cutting training covers three academic years: the 2<sup>nd</sup>, the 3<sup>rd</sup>, and the 4<sup>th</sup> correspondingly.

Therefore, we allocated three main stages, and for each stage developed appropriate activities which are divided into groups and subgroups. Thus, a certain group of activities, which in turn is divided into two/three subgroups, corresponds to each stage. The focus is on devising the activities closely related to the students’ future profession, providing them with plenty of practice and opportunities for interaction. Cross-cutting training involves consecutive work aimed at EL classroom discourse acquisition during the 2<sup>nd</sup>, the 3<sup>rd</sup> and the 4<sup>th</sup> years of study within the course “Oral and written speech practice (the English language)”. We suggest starting this work from the 2<sup>nd</sup> year as according to EL teacher training curriculum of Ushinsky University, on the one hand, BA students have “passive” teacher training practice (thus, they acquaint themselves with EL classroom discourse as an instrument of their forthcoming professional activity), and, on the other hand, they have already studied the structure of the lesson and some peculiarities of its organisation in the course “Pedagogics”.

At the **first stage** it is necessary to acquaint students with the notion “classroom discourse”, to focus their attention on some feature characteristics

of EL classroom discourse, on such phenomenon in the EL classroom discourse as code switching, to remind students of the peculiarities of the English lesson structure, to help them to start creating their own communicative-speech repertoire.

S. Roman accentuates on the following feature characteristics of EL classroom discourse: speech authenticity (speech correspondence with the customary usage); phonetic, lexical and grammatical appropriateness; emotional expressiveness of speech (ability to use verbal means as a tool to influence pupils' learning and behaviour); adaptability of speech (the ability to adapt teacher's speech in accordance with a communicative situation/level of language proficiency); speech appeal (ability to speak addressing the language learners, using speech forms to draw their attention to the subject of the speech, to engage them in classroom activities, cooperation/interaction); the teachers' feedback in classroom interaction (ability to make general conclusions of language learners' verbal and non-verbal behaviour, to encourage positive emotional atmosphere of the lesson, etc.); error correction techniques [2, p. 49].

Thus, at the first stage we try to focus BA students' attention on such EL classroom discourse feature characteristics as speech authenticity, phonetic, lexical and grammatical appropriateness, speech appeal; accent is also on the acceptability of code switching in the EL classroom. They are targeted to study nomenclature of verbal means implemented to manage the learning process: classroom phrases used in view of the lesson stage (e.g. at the beginning of the lesson (greetings, checking attendance, lead-in activities), during the main part of the lesson (running the lesson, starting/ending activities, checking progress), at the end of the lesson (pupils' assessment, homework setting)), to organise/manage the learning environment (e.g. language formulae for using textbooks, visual aids, the board, etc., gaining learner's attention, coping with discipline problems).

To acquaint students with the notion "classroom discourse" we recommend interactive mini-lecture in the form of questions to the students. Among the questions asked may be the following: *How do you understand the notion "classroom discourse"? What would you say to a pupil who is late? How would you-teacher apologise for a delay in getting the lesson started? Give example of phrases you would use. How would you ask your pupils to read aloud? Give example of phrases you would use. Pupils keep shouting answers out and it is difficult to know who said what. What can you say to the learners to get them to put their hands up rather than to shout out? What kind of atmosphere should be created at the end of the lesson? How can you help create this atmosphere and motivate your pupils for the next English lesson? Give example of phrases you would use. What are possible ways of improving teacher*

*speech in practice in your opinion? Do you know the notion "code switching"? Give your ideas what it is and how it can be realised in classroom discourse.* This form of introduction into the world of EL classroom discourse helps students to form the better understanding of the notion, modulate a true-to-life situations of teacher-pupil classroom interaction and find appropriate verbal formulae of the teacher's action/reaction in them.

Having been introduced to EL classroom discourse, students are suggested two groups of activities. The first group includes analytical tasks aimed at work with EL classroom discourse samples (both oral and written, mainly in Standard British English). The focus is on the analysis of EL lesson(s) video fragment(s). Special attention is given to the phonetic/phonological features of EL classroom discourse as the prosodic means of providing its effectiveness, for this purpose findings of our previous research are used (see "Classroom discourse in pre-service English teacher education" [13]), as well as the acceptability of code switching. BA students also are to study typical accurate language formulae, classroom phrases, used by English teachers, native speakers, in view of lesson stages, class organisation and learning environment management (e.g. to note down phrases used to attract the learners' attention, to stimulate language learners', to prepare to work with a textbook, etc.), and for speech appeal realisation. Thus, students are introduced in typical situations of EL classroom discourse, targeted to analysing situations of classroom communication. Some examples of activities are as follows:

– *Look through a list of classroom phrases and arrange them according to lesson stages (beginning of the lesson, the main part of the lesson, the end of the lesson). Use the material of the site <http://www.finchpark.com/courses/classeng/instruct.htm> to enlarge your list of phrases.*

– *Watch the given fragments of EL lessons (links are given below) and make a list of phrases used for learning environment management.*

– *Watch two fragments of EL lessons (links are given below). Study classroom discourse feature characteristics. Note down the phrases teachers use (1) to initiate/end the task, (2) to check if pupils understood the task instruction, (2) to react to the pupils' behavior, (3) to stimulate pupils' actions.*

– *Watch the given fragments of EL lessons at 3<sup>rd</sup>, 5<sup>th</sup> and 7<sup>th</sup> forms and note down the phrases the teacher uses to organise work with textbooks. Does she use the same language formulae?*

– *Watch the three given fragments of EL lessons (links are given below) and analyse how teachers model their pronunciation attracting the learners' attention/dealing with classroom troubles.*

– *Watch the given fragments of EL lessons (links are given below). What role does English-Ukrainian*

*code switching play? Does it depend on the pupils' age or lesson type?*

The second subgroup of activities at the first stage comprises phonetic/phonological and lexicogrammatical tasks. The phonetic/phonological tasks are focused on the prospective teacher's voice characteristics – clear and expressive diction, confidence, persuasiveness, voice maneuverability, etc.; the latter are aimed at development students' skills of using EL classroom discourse language formulae appropriately and correctly according to the language norms. Examples of such activities are as follows:

– Read aloud the given text for your groupmates as if they were primary school pupils.

– Complete the samples of EL classroom discourse, using the words given in brackets and any other extra words (prepositions, pronouns) necessary to make a correct sentence.

– Paraphrase the samples of EL classroom discourse, using the preposition or adverb given in brackets.

– Study the samples of EL classroom discourse and fill in the gaps, using the correct form of either “do” or “make”.

– Here are the samples of the EL teachers' speech. There is an error in every sentence. Spot the error and write the authentic sentence.

– Give English equivalents to the following classroom phrases in Ukrainian.

The **second stage** is realised within the 3<sup>rd</sup> year of study. At this period, students begin to study the course “Methods of teaching the English language and literature”. In view of this fact students' attention is focused on EL teacher's speech actions aimed at teaching language aspects (grammar, vocabulary, pronunciation, etc.) and speech activity (reading, listening, speaking, writing); accent is also on teacher talking time. Students are involved in analytical-communicative and training-communicative activities. The former contribute to learning speech structures of EL classroom discourse and developing professional communicative skills. Students are given oral and written EL classroom discourse samples (Standard British English) for analysis as at the first stage. However, they are to use English text books (published in Great Britain, level – elementary-pre-intermediate) as written samples and analyse instructions for tasks aimed at teaching language aspects and speech activity. Noteworthy is that, on the one hand, activities of this group help BA students to enlarge their own communicative-speech repertoire working over authentic up-to-date speech structures-instructions typical of EL classroom communication, and to put these classroom phrases into practice, on the other hand. As, due to the cognitive mechanisms of random memorisation, information is primarily memorised in a generalised, somewhat abstract way, certain details

are overlooked. Students tend to memorise the image of the phrase as a whole, making mistakes in the use of prepositions, articles, particles, etc. Thus, lexical and grammatical appropriateness of these classroom phrases is also a part of such work. Examples of some activities of this group are given below:

– Watch three fragments of vocabulary lessons paying attention to the teachers' instructions (use the given links). Do these instructions give transparency about the suggested learning activities? What language patterns do the teachers use? Do they implement these language patterns in the same way? What language patterns would you use in these situations? Formulate the instruction to the similar task and explain your pupils what they are to do.

– Watch the two lesson fragments. In the videos teachers instruct their 5<sup>th</sup> form pupils to describe a picture of a season weather phenomenon to a classmate. Do they include work format and time frame for task fulfilment? What language structures do they use? Formulating the instruction to the speaking task teacher in the first video gives vocabulary cues as language support whereas the teacher in the second video does not that leads to teacher talking time prolongation. Is it grounded in this classroom context in your opinion?

– Study the list of EL classroom phrases and classify them into (1) phrases used in oral classroom discourse, (2) phrases used in written classroom discourse, (3) phrases used in oral and written classroom discourse. Use one phrase from each group to formulate instructions to (a) vocabulary task, (b) grammar task, (c) reading task, (d) speaking task, (e) writing task, (f) listening task. If necessary, expand the phrase with your own wording. Try to give your own synonymic phrase to each phrase on the list.

– Watch the lesson fragment paying attention to the EL classroom discourse realisation (use the given link), then study the lesson fragment given below and paraphrase underlined sentences, using appropriate teacher's instructions.

– Study the samples of EL classroom discourse realisation in the suggested video. Fill in the gaps in the classroom interactions given below, using appropriate phrases.

– You have watched three lesson fragments and noted down instructions to the reading task given by the teacher. Re-phrase each of them in two ways, using the clue word given in brackets.

Training-communicative activities are aimed at developing pre-service EL teachers' skills to give precise instructions to the pupils and explanations concerning task fulfilment, to choose speech structures-instructions in view of the EL classroom discourse situational context, to formulate learning tasks encouraging pupils' appropriate answers/statements, to correct their own speech depending on the pupil's reaction. These activities targeted to

automate students' skills of using authentic speech structures-instructions typical of oral EL classroom communication. What follows are some examples of these activities:

– *Expand or complete instructions given below, using your own wording.*

– *Study the classroom situations given below and suggest your own instructions in view of situational context.*

– *Read attentively the tasks given below and formulate instructions to each of them. Mind the aim of the task.*

– *Study the classroom situations given below and suggest alternative ways to formulate the instructions that could be given in these situations.*

– *You are an EL teacher of the 6<sup>th</sup> form. You are working over the topic “Shopping”. Formulate the instruction to the vocabulary task and explain your pupils what they are to do.*

– *Work in pairs. Make mini-dialogues that can take place at the English lesson in secondary school, using the learned statements-instructions.*

The **third stage** is realised within the 4<sup>th</sup> year of study. At the stage we continue helping BA students', pre-service EL teachers', to construct knowledge of EL classroom discourse feature characteristics and develop their skills of solving communicative tasks in EL classroom. The focus is on emotional expressiveness of teacher speech, its adaptability, and so called “categories of teacher verbal behaviour” singled out by R. Cullen (presenting/ explaining, organising/giving instructions, evaluating/ correcting, questioning/eliciting, responding to students' contributions, sociating/establishing and maintaining classroom rapport) [4, p. 186], which correspond to the functions of teacher speech in the classroom – informative, organisational, evaluative-corrective, controlling, stimulating, facilitative (in terms of S. Romashina [see 1, p. 115]). Thus, students can make a conclusion about teacher speech functional workload realised in the teacher's certain verbal actions, models of verbal behaviour. That is in a line with the content of the course “Methods of teaching the English language and literature” that BA students continue to study.

Noteworthy is that BA students have their teacher training practice at school at this study-period, and, therefore, they should be equipped with appropriate knowledge and skills of EL classroom discourse. For this purpose, they are given a subgroup of revision activities to review the material studied at the previous stages; two other subgroups include analytical-communicative and training-communicative activities (the difference with the previous stage – educational content studied). Activities suggested at the third stage help BA students to continue forming their awareness of EL classroom discourse main feature characteristics and its use in the forthcoming

professional activity, as well as constructing their own communicative-speech repertoire which they are to test during teacher training practice at school.

For example, working over analytical-communicative activities BA students are to analyse video fragments of EL lessons (Standard British English) in order to clarify in what situational context teacher speaks expressively and emotionally, and whether it is appropriate, how to adopt their speech to certain learning conditions, how to involve pupils in various forms of speech communication, to restructure pupils' speech behaviour in view of the changing educational situation, to ask leading questions to run pupils' utterances, to respond to pupils' errors, etc. The following activities provide samples of the suggested tasks:

– *Watch the lesson fragment paying attention to the EL classroom discourse verbal means. What language formulae/wording does the teacher use to express joy because of learner's achievements? Is it appropriate in your opinion? Why? Does it support learner's further efforts? What speech structures would you use?*

– *Work in groups of three. Watch the given fragments of EL lessons (links are given below). What categories of teachers' verbal behaviour do you regard as noteworthy in each video? Why? What speech structures do the teachers use in each case? Compare your findings with other groups' suggestions.*

– *Work in pairs. Watch the given fragments of EL lessons (links are given below). Note down the phrases the teacher uses to praise/critique pupils' efforts. Do they use direct assessments, emotional and evaluative vocabulary or phraseological units? Do the teachers use general praise or does it include task-related information? Make mini-dialogues that can take place within the educational process in the English lesson in secondary school, use some of the language formulae chosen.*

– *Watch the lesson fragment paying attention to the EL classroom discourse realisation. What difficulties does the teacher meet running classroom speaking activities? What language formulae has the teacher used to cope with difficulties/to involve pupils in various forms of speech communication? What speech structures would you use?*

– *Study the samples of EL classroom discourse functioning in the suggested video. Note down the phrases the teacher uses to restructure pupils' speech behaviour in view of the changing educational situation. What other classroom phrases may be used in this situation?*

– *Study extracts 1 and 2 below. Is the teachers' choice of questions important to the resulting extended learner turns? Why? What question types are used? Suggest your alternatives to the questions.*

– *Watch these three video fragments and note down the phrases the teachers use to correct the*

*pupils' mistakes. Suggest your own error correction speech structures in the showed communicative classroom situations. Discuss the influence of error correction on the classroom discourse.*

Training-communicative activities of the third stage are targeted to form BA student's skills of choosing language formulae and language actions in order to adopt speech to certain learning conditions (to make it simpler if necessary, to switch from monologue to dialogue, etc.); to solve communicative tasks related to the analysis of EL teacher professional activity that includes organising/instructing, presenting/explaining, questioning/eliciting, responding to students' contributions, evaluating/correcting, sociating/establishing and maintaining classroom rapport. For example, students are to work with the following activities:

– *Work in small groups. Each group is given three texts. You are to clarify which text is for primary school pupils, which are for secondary and high school pupils correspondingly, and read aloud considering audience peculiarities.*

– *Think of two classroom situations where you could say "That's coming along nicely", "It's alright", "You've got that down pat". Describe them briefly. Comment on speech functional workload of these language formulae in each case.*

– *Work in pairs. Think of the classroom situations where you are to motivate assessment of learner's answer. What speech structures would you use? Describe these situations to your partner. Compare your choices with your partner's.*

– *Study the EL classroom discourse samples given below. At the places numbered, suggest speech structures the teacher could use considering the situational classroom context.*

– *Complete the sentences in any appropriate way to show what the teacher might say to elicit information from the pupils.*

– *In each of the following situations you can read the teacher's thoughts as to the situation in the classroom. What would the EL teacher actually say in each situation?*

– *Study the EL classroom discourse samples given below. You are to give the pupils an assessment expressing approval, condemnation in a tactful form, confidence, encouragement, etc. Mind the communicative context of the given situations.*

– *Study the transcript of the English lesson given below. Fill in the gaps with the language patterns a teacher could use considering situational classroom context. Watch the video of this lesson and compare your choices with the suggested teacher's solutions.*

– *In the classroom teachers commonly are to point out an error and correct it. Point out an error and ask the pupil who made it to correct it; point out an error and ask other pupils to correct it; ignore the error. What speech structures would you use? Work in pairs. Compare your choice with your partner's.*

Among training-communicative activities of great importance are role-plays, simulations and scenarios aimed at simulating real-life situations relevant for EL classroom context, providing an experience in genuine classroom discourse as close to the real situation as possible [13]. Examples of these activities see in "Classroom discourse in pre-service English teacher education" [13].

It should be mentioned that at every stage video fragments/lessons suggested for analysis should not be best-practice samples as our aim is to demonstrate BA students', pre-service EL teachers, real-life teaching situations, to draw their attention to effective/less effective specific language formulas and communicative patterns which foster authentic EL interaction in the respective classroom context.

**Conclusions.** Admittedly, EL classroom discourse is significant for the quality of teaching and learning process; pre-service teachers, therefore, specifically need to be aware of its feature characteristics, to be able to implement EL classroom discourse in the forthcoming professional activity. In the study we attempted to substantiate and exemplify the system of activities that promotes pre-service EL teacher's classroom discourse acquisition. We argue that work aimed at EL classroom discourse acquisition should be consecutive to provide the effective enhancing of BA students', pre-service EL teachers, professional speech skills. From our experience we recommend step-by-step learning implemented as cross-cutting training within practical language discipline (in our research it is "Oral and written speech practice (the English language)") with a certain group of activities corresponding to each stage. The activities should (1) be awareness-raising to grant the cognitive basis on which pre-service EL teachers can build their EL classroom discourse acquaintance, (2) give students an opportunity to construct their individual model of verbal behaviour in EL classroom, (3) provide a high level of practical relevance. Noteworthy is the interdisciplinary integration realised in the combination of EL classroom discourse acquisition with the content of such professionally-oriented disciplines as "Pedagogics" and "Methods of teaching the English language and literature".

In the study we focused on raising students' awareness of EL classroom discourse linguistic peculiarities and its formulae as well as on teachers' verbal behaviour. The forthcoming point of the research is the one that aims at improving pre-service teachers' professional skills by using verbal and nonverbal communication effectively in the EL classroom.

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