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Dudina Oksana Valeriivna

Ph.D., lecturer of Department of Languages and Humanities № 2
Donetsk National Medical University, Ukraine

Strelchenko Larysa Vasylivna

Ph.D., Associate Professor of Department of the Ukrainian Language
Donetsk National Medical University, Ukraine

THE PECULIARITIES OF SPEECH ACTS REPERTOIRE OF TEACHER'S COMMUNICATIVE STRATEGIES AT ENGLISH LESSON

***Abstract.** The article describes the peculiarities of speech acts repertoire of teacher's communicative strategies at English lesson by the analysis of lingua-pragmatic means of their objectification. It is defined the key strategies of the English pedagogical discourse in the space of communicative genre "lesson". The research was based on the continuous examination of the videos of the English lessons allows us to distinguish a number of speech acts that are often used for organizing pupils' various activities.*

***Keywords:** pedagogical discourse, the communicative strategy, evaluating communicative strategy, explanatory communicative strategy.*

By the discourse, in our thesis we understand the type of communication, interactive phenomenon, speech stream that has different forms of expression (oral, written, paralingual), it occurs within a specific channel of communication, and is regulated by participants' tactics and strategies.

By the communicative strategy, we mean a set of theoretical moves planned by an addresser in advance, reproduced during the communicative act and aimed at achieving a communicative goal [4].

By a speech act, according to professor Baczevich [1], we understand a

purposeful speech action, carried out in accordance with the principles and rules of behavior that are adopted in the society; the minimal unit of standardized sociolinguistic behavior that is considered within a pragmatic situation.

The main aim of our research is to establish the peculiarities of speech acts repertoire of teacher's communicative strategies at English lesson by the analysis of lingua-pragmatic means of their objectification.

The object of research of this paper is the key strategies of the English pedagogical discourse in the space of communicative genre "lesson".

This study is based on the previous research findings and theoretical provisions worked out by the scholars V. Karasik, F. Baczevich, O. Isser, G. Pocheptsov, I. Tarasova. The analysis of scientific works exploring communication strategies and tactics in different types of discourse has shown that it is difficult to speak about a unified classification of communication strategies and tactics, in order, human language is situational and is prearranged to many factors, and in the basis of the communicative strategies the communicants' motives, needs and settings lie.

Continuous examination of the videos of the English lessons allows us to distinguish a number of verbs that are often used for organizing pupils' various activities: *to open, to look, to make, to start, to listen, to stop, to talk* and others. There is no particular fixed vocabulary to organize a type of learning activities at the English lesson. The most common lexical units for verbalizing SAs of an organizing CS are such adverbs: *absolutely, firstly, secondly, recently, then* and phrases: *Let's do, We'll review, Listen now*, and others. Modal verbs have less usage: *can, should, must*. From the grammatical point of view, SAs of verbalizing are expressed both by questions and affirmative sentences such as: *Teacher: Why should we do it together? Teacher: If there is no marker in the sentence, use Indefinite*. Grammar time is expressed in SAs of an organizing CS not only by present but also by past and future. For example: *Teacher: I will read the questions, and you will answer them in written form using the right tense. Teacher: If you have done this exercise, do the next task*. Usually SAs of an organizing CS are addressed not only to the class, but to some certain person, for example: *Teacher: Helen, why don't you read the text? Teacher: Sorry, Helen, I cannot hear you well. Say louder!*

Emotional and intellectual aspect is the most fully manifested in the

explanatory strategy of pedagogical discourse. Explanatory strategy markers can be expressed by the following words: *to prove, to recollect, to make sure, to indicate, to denote, to compare, to find out*. According to John R. Searle's definition [7], illocutionary goal of representative statements is to fix a responsibility for the speaker's message about a particular situation. The researcher notes that this type of speech acts is the most neutral in its illocutionary force. For example: *Teacher: Yesterday we arranged that we would have a short test today. Teacher: Today, you should give me all your compositions*. There is no fixed vocabulary, because it varies due to the theme and the topic studied at a lesson.

We also consider the peculiarities of evaluating CS, which can be realized by two main tactics: 1) valorisation, i.e., increasing the importance of actions / achievements of the student (*What a good boy!*) and 2) discreditation of his actions / achievements (*You, John, should study at the school for stupid pupils!*), the essence is a positive or a negative assessment of intelligence, subjects' personality traits of educational process. So, the basic speech acts here are the SAs of praise and criticism.

The most common lexical fillers for SAs of praise are *good, nice, wonderful* and phrases: *well done, that's correct, all right*. Adverbs have less usage: *absolutely, fine, right* and interjection: *wow*. For example:

1) Good – 30 times (31.4%),

2) *Well done!* – 9 times (8, 75%)

3) *Nice* – 8 times (7%),

4) *Very nice* – 8 times (7%),

5) *That's correct* – 6 times (5%); there is no particular vocabulary for expression a praise in the English language.

There is a wide usage of synonyms, slang, colloquialism, idioms in a personal discourse. The linguistic form of these SAs (locative aspect) is based mainly on the usage of evaluative adjectives in grammatical structures: (Very) + Adjective; Subject + be + Adjective; Subject + Verb + Adverb; Subject + Verb + Noun / Gerund.

In terms of describing the lexical content of SAs of criticism, the most used words and phrases that make up these types of SAs in pedagogical discourse, are:

afraid, hope, worry, try, advise / advice, it's a pity, in the wrong way, is not done, for example:

1. *Teacher: I advise you to read more. I don't like your reading.*

2. *Teacher: It's a pity, but I should say that the work isn't done in a proper way!*

Lexical content of SAs of criticism in the English language includes a variety of items: colloquialism and idioms. According to the dictionaries examinations (3752 units), we have isolated these lexical exponents that can verbalize criticism: 1) *Half the battle = half the work or effort*; 2) *Half baked = poorly planned*; 3) *Hold one's tongue = to refrain from speaking*; 4) *In the lurch = in a bad situation and unable to proceed*; 5) *In the same boat = in the same bad situation*.

From the grammatical point of view, the SAs of criticism are expressed by a complex subordinate and coordinate types of sentences, for example: *Teacher: You didn't manage to do the task. What are you going to do now?*

Teacher: In what way are you going to correct your mistakes?

Thus, the analysis shows that the expression of SAs of different CSs in a teacher's language and speech reveals significant differences. Although there is a wide range of idiomatic means to mark SAs of verbalization of organizing, explanatory and evaluating CSs in the English lexico-phraseological stock.

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