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LINGUISTIC FEATURES OF CONTEMPORARY ENGLISH CLASSROOM DISCOURSE

Understandings of classroom discourse and interactions have changed across disciplines and time as new theories developed. Today, an extensive body of research on classroom discourse exists. Systemic functional linguistics has identified classroom discourse as a primary mode of knowledge construction between teachers and students. Sociocultural theory in education addresses the social norms that drive many types of interactions acceptable in the classroom [7]. This paper analyses the linguistic features of classroom discourse, as well as its components.

The term "classroom discourse" refers to the language that teachers and students use to communicate with each other in the classroom. According to L. Rexand J. Green, discourse – language above the level of a single utterance orsentence – is central to the study of teaching and learning interactions [4]. Talking, or conversation, is the medium through which most teaching takes place, so the study of classroom discourse is the study of the process of face-to-face classroom teaching. In classroom discourse, teaching acts parallel speech acts that come in different communicative functions. H.D. Brown states that linguistic forms are the manifestation of language and communicative functions are the realization of those linguistic forms [1]. So, classroom discourse combines the language and communicative functions.

The earliest systematic study of classroom discourse was reported in 1910 and used stenographers to make a continuous record of teacher and student talk in high school classrooms. The first use of audiotape recorders in classrooms was reported in the 1930s, and during the 1960s, there was a rapid growth in the number of studies based on the analysis of transcripts of classroom discourse. In 1973, Barak Rosenshine and Norma Furst described seventy-six different published systems for analysing classroom discourse [3]. It soon became clear from these early studies that the verbal interaction between teachers and students had an underlying structure that was much the same in all classrooms, and at all grade levels, in English-speaking countries. Essentially, a teacher asks a question, one or two students answer, the

teacher comments on the students' answers (sometimes summarizing what has been said), and then asks a further question. This cyclic pattern repeats itself, with interesting variations, throughout a lesson.

In their research,J. Mc. H. Sinclair and R. M. Coulthard determined the patterns of classroom discourse. Three of these are considered major acts for they likewise occur in all forms of spoken discourse. The three acts which appear as the heads of initiating moves are elicitation, informative, and directive. Elicitation is an act whose function is to a request linguistic response or verbal answer. An example of this is a "Yes" answer. An informative - is an act, the function of which is to pass on information, ideas, facts, and response to its simply attentive listener. A directive is one where the speaker requires the listener to make response. These three major acts can be realized in any of the following sentence types: declaratives, imperatives, and interrogatives [5].An example of each act and the sentence type in which it is realized are given below:

- Elicitation: Give an example of a base. (Imperative)
- Informative: Ammonia is a base. (Declarative)
- Directive: Please, can you lend your book to Liza? (Interrogative) [2].

Having considered the features of classroom discourse, we can identify the presence of interacting parties: the speaker, the receiver and the audience [6]. Focusing on these components of classroom discourse, we can distinguish its main functions: expressive-related to the speaker, appellative - related to the receiver and representative - related to the situation.The number of interacting parties may vary depending on the audience size, but there should always be the speaker – the producer of the message, the receiver – addressee and the audience – where the classroom discourse takes place. Otherwise, classroom discourse will not be identified as interaction of the parties.

Taking everything into consideration, we may assume that the analysis of the structure and linguistic features of classroom discourse are valuable in understanding the linguistic processes and ways in which meaning is constructed and negotiated among teachers and students. Despite the rich volume of literature on the study of classroom discourse, we still do not have a unanimous definition of this term and continue to study its features through the prism of its development and formation.

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КОМУНІКАТИВНО-СИТУАТИВНИЙ ПІДХІД ДО НАВЧАННЯ ІНШОМОВНОГО ДІАЛОГІЧНОГО МОВЛЕННЯ УЧНІВ СТАРШОЇ ШКОЛИ

У сучасній методиці навчання іноземних мов традиційно виділяють три підходи з точки зору об'єкта навчання: системно-мовний (мовний), умовно-комунікативний (мовленнєвий), комунікативний (мовленнєво-діяльнісний). Водночас, у процесі навчання говорінню застосовують комунікативно-ситуативний підхід, що представляє собою різновид комунікативного підходу.