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НОВЫЙ ВЗГЛЯД НА ЛЕКЦИОННЫЙ МЕТОД В ПОДГОТОВКЕ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

Работа способствует прояснению роли критической метаязыковой рефлексии в обучении будущих преподавателей иностранного языка. Метод интерактивных лекций рассматривается как инструмент совершенствования языковой компетенции будущего специалиста, который должен уметь управлять классом, выступая в роли пользователя языка, языкового аналитика и преподавателя языка. Цель исследования заключается в (1) выявлении дидактических условий для развития языковой компетенции учителей методом интерактивных лекций и (2) моделировании ожидаемых результатов обучения при совершенствовании языковой компетенции. В статье

представлен практический пример разработки интерактивного курса лекций по языкознанию для студентов первого и второго курсов направления «Педагогика». Ожидаемые результаты обучения были смоделированы с учетом развития трех областей лингвистической рефлексии учащихся: (1) метаязыковая компетенция с акцентом на теоретическое мышление и интернализацию научных концепций; (2) прагматическая компетенция с акцентом на наблюдение и объяснение прагматического функционирования; (3) многоязычная компетенция с упором на самостоятельный контроль многоязычного опыта. В статье описываются некоторые процедуры организации лекции и исследуются возможности использования интерактивных инструментов (взаимное обучение, рефлексивное письмо, методы прогнозирования-наблюдения-объяснения) для вовлечения студентов в деятельность, связанную с языковой рефлексией.

Ключевые слова: языковая компетенция, инструменты интерактивных лекций, обучение сверстников, критическая языковая педагогика, многоязычие

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RECONCEPTUALISING THE LECTURE METHOD IN LANGUAGE TEACHER EDUCATION

The paper contributes to clarifying the role of critical metalinguistic reflexivity in educating prospective second language teachers. The interactive lecture method is analysed as a tool for enhancing language awareness in the future professional, who is supposed to be able to manage complex dynamics in the classroom acting as a language user, language analyst and language teacher. The aim of the study lies in (1) identifying didactic conditions for the development of teacher language awareness by means of the interactive lecture method and (2) modelling the expected learning outcomes of awareness-raising instruction. The paper presents the case study of designing the

interactive lecture course in language science for the first- and second-year language teacher students. The expected learning outcomes of awareness-raising instruction have been modelled with regard to the development of three domains of students' linguistic reflexivity: (1) metalinguistic awareness with the focus on theoretical thinking and scientific concepts internalisation; (2) pragmatic awareness with the focus on observation and explanation of pragmatic functioning; (3) plurilingual awareness with the focus on self-monitoring of plurilingual experience. The paper describes some procedures of the lecture content organisation and explores the possibilities of using interactive lecture tools (peer instruction, reflective writing, predict-observe-explain techniques) for engaging students in language reflection activities.

Keywords: teacher language awareness, interactive lecture tools, peer instruction, critical language pedagogy, plurilingualism

Introduction

Nowadays the mainstream model of teacher education is being criticised for labelling teachers as service providers and narrowly educated technicians (Gray, 2019). What is known to be a neoliberal model of teacher education is claimed unsuitable for meeting the needs of today's knowledge society. For the last two decades the focus in teacher education has been put on the role of the classroom "effective practitioner" who is experientially trained to fit into standardised teaching contexts. Nowadays critical language pedagogy challenges mainstream views on the role of the teacher and conceptualises him/her as a critical thinker and a social agent with a vast potential of humane empowerment. As Gray (2019) puts it, '*in opposition to the neoliberal model of teacher education, critical (language) teacher education rests on a view of the teacher as a 'transformative intellectual' and a 'theorising practitioner'*" (Gray, 2019, p. 72).

Given such social transformations, metalinguistic reflexivity and readiness for critical analysis of communication and discourse have come to be foregrounded in language professionals' education. Jessner (2006) states that '*an increase in interest in the topic has been stimulated by the pedagogically motivated 'language awareness' movement*' (Jessner, 2006, p. 36). Metalinguistic reflexivity of language users is the subject of research in linguistics, language pedagogy, developmental psychology. Much attention is given to discussing the

position of metalinguistic awareness in the language teacher's professional profile and describing the metalinguistic competence as the domain of the language teacher's professionalism (Teacher Competences for Languages in Education, 2019).

Our study focuses on clarifying the role of language awareness and theoretical linguistic thinking in the second language (L2) teacher's professional development. We rely on the premise that the formation of a complexly structured networks of knowledge about language and development of metalinguistic reflexivity rooted in theoretical thinking and scientific concepts internalisation are crucial for educating L2 teachers as critically minded reflective language professionals. From such perspective, the interactive lecture method is presented as a tool for developing various types of teacher students' metalinguistic knowledge and as a means of involving students in language reflection activities. Precise attention is given to modelling the learning outcomes of awareness-raising engaging instruction.

Theoretical background

The problem of teacher language awareness development: practice-specific approach vs developmental instruction approach

For language professionals (not only for language teachers, but also linguists, translators, journalists) metalinguistic awareness is at the core of professional competence. Several terms have been coined for describing the knowledge about language and the ability to reflect on language use: (meta)linguistic awareness, (meta)language awareness, hyperlinguistic awareness, (meta)linguistic reflexivity, knowledge about language.

In the process of education and professionalisation, L2 teacher students acquire a specific type of metalinguistic reflexivity peculiar to language teaching professionals. The term 'teacher language awareness' (TLA) is traditionally used (Andrews, 2003; Andrews, 2007; Otwinowska, 2017) to denote this important domain of language teachers' subject-matter knowledge. We follow the approach to the conceptualisation of TLA proposed by Andrews (2003) and use the notion of TLA to convey a broad category covering (1) metalinguistic awareness (academic knowledge and practice-specific knowledge about language, communication and discourse; abilities to reflect on language and consciously control strategies of language use); (2) metalingual knowledge (knowledge of the metalanguage needed to describe

language; knowing how to use L2 for instruction; abilities to control L2 use as a means of teaching and reflect on the ways of maximising L2 exposure in the classroom); (3) awareness of language from the learner's perspective (knowledge about the learner's communicative development and abilities to monitor and control the impact of the language content of teaching materials and tasks).

The necessity to make TLA an aspect of special training arises from a fundamental requirement to distinguish between experiential and awareness-raising practices in language teacher education (Ellis, 1986). The origins of initiatives to develop TLA are thoroughly analysed in (Andrews & Lin, 2018). The precise methods of enhancing metalinguistic reflexivity in language teachers are heavily discussed in language teacher education theory and methodology. Much attention is given to the empirical approach of language awareness development and the acquisition of practice-specific knowledge of language (Bartels, 2009). Within such practice-oriented framework, educators are encouraged to minimise teacher students' involvement in academic discussions and concentrate on providing students with knowledge about language which can help solve language problems in classrooms (Bartels, 2009).

We find the practice-specific approach to TLA development narrowly focused and giving preference to enhancing in future teachers only one type of thinking. If we analyse such approach from the developmental instruction perspective (Davydov, 1999; Vygotsky 1987), we can argue that practice-specific language awareness development promotes empirical thinking but underestimates theoretical thinking and its contribution to constructing generalised methods for dealing with broad classes of problems. Davydov (1999) describes theoretical thinking as the quality of thinking rooted in motivation to establish the essential relationships of the whole object and its genetically original form and thus reveal the essence of the phenomenon (Davydov, 1999). Theoretical thinking is opposed to empirical thinking which involves pattern recognition and building hierarchical classifications (Davydov, 1999). To manage complex dynamics in the classroom, the language teacher must be able to deal with language/discourse/communication phenomena in their internal attributes and connections and understand the initial generic relations determining the essence of the phenomena. Such language awareness

oriented at generalisation and functional analysis stems from well-developed theoretical thinking.

If we look at the language awareness development of L2 teacher students through the lens of Vygotskian theory (Vygotsky, 1987), we are to take into account the nature of internalisation-externalisation processes which transform social meanings into personal sense systems guiding persons' actions (Lawrence & Valsiner, 2003). Internalisation of scientific (academic) concepts results in construing a more complexly structured network of generalizable and systematic knowledge about language. A qualitatively new type of thinking about language mediates the teacher's activity and, ultimately, shapes the ways of solving language problems and achieving communicative tasks in the classroom.

Undoubtedly, teachers need the dynamic task-specific knowledge about language to form ad hoc conceptions of a particular situation (Bartels, 2009). But we do not agree that reliance on a vast base of generalizable abstract knowledge can act as a constraint in organising and operationalising the conceptual 'packet' for the given task achievement. If we regard such ad hoc conceptualisation as a situated act of meaning construction and analyse it from the dynamic-conceptual-processing perspective (Croft & Cruse, 2004; Langacker, 2008), we can conclude that the activation of task-specific knowledge about language implies construal operations and strategies (schematisation, conceptual integration, etc.) which are creative in their nature and take place against the background of a vast knowledge stored in the long-term memory in various formats (idealised cognitive models, frames, etc.) Thus, background knowledge about language presents itself as an essential resource ("domain") that makes any dynamic task-specific conceptualisation possible. Ad hoc activation of knowledge about language for dealing with particular real-life tasks in classrooms relies on pre-existing networks of a broad abstract knowledge about language, discourse and communication. The effectiveness of the dynamic meaning construction and tasks decision making is related to the quality of associations within the background conceptual networks and the readiness of the conceptualiser to use affordances of various types of knowledge about language (explicit and implicit, declarative and procedural).

Nowadays the social role of language teachers is described in terms

of their acting as language policy arbiters (Young, 2018). Critical awareness of the challenges of teaching in the linguistically and culturally diverse world starts with teachers' readiness to understand and critically reflect on language as a tool of human cognition and communication. That is why well-developed conceptual understanding of language, discourse, communication and the ability to effectively operationalise broad abstract knowledge about them are crucial for teachers as reflective practitioners and language policy arbiters.

The interactive lecture method as a tool for TLA development

The formation of TLA rooted in theoretical thinking is a time and effort consuming process. The lecture method is traditionally viewed as a tool for enhancing teacher students' declarative knowledge about language. It is almost never seen as a tool for developing students' procedural metalinguistic knowledge or as a means of involving students in language reflection activities. Nonetheless, today we can revisit the language method and reconceptualise its didactic potential for developing TLA. Such reconceptualisation has become possible due to the obvious transformation of the nature of the lecture from static formats to more dynamic, interactive kinds of engaging instruction.

In the late 1990-s a new model of interactive lecture method called 'peer instruction' was introduced by Mazur (1997). The idea was to modify the traditional lecture through engaging students in a set of structured questioning activities (Mazur, 1997). The proposed procedure of introducing peer instruction was to break down a lecture into a series of mini-lectures punctured by the think-pair-share activities (Mazur, 1997). Students were invited to think over the conceptual questions ("ConcepTests"), discuss them in pairs and share their opinions in class discussions (Mazur, 1997). Mazur's model of interactive lecture was widely adopted in science teaching and later updated (Crouch & Mazur, 2001; Meltzer & Manivannan, 2002; Rahman & Masuwai, 2014).

Rahman and Masuwai (2014) define an interactive lecture as '*a lecture that is interspersed with activities that enable students to actively participate during the lecture, involving student-teacher, student-student, student-material and student-technology interaction*' (Rahman & Masuwai, 2014, p. 160). The researchers propose the CDEARA Interactive Lecture Model comprising a variety of interactive lecture tools, which are '*simple hands-on and minds-on activities or*

techniques that can actively engage students in a lecture setting where there are limited opportunities for students to physically move around' (Rahman & Masuwai 2014, p. 161). In addition to the think-pair-share technique and ConcepTests, Rahman and Masuwai (2014) include the following activities in the interactive lecture tools list: the predict-observe-explain technique, the focused listing technique, "know about the topic – want to know – have learned" charts (KWL charts), reflective writing and many more (Rahman & Masuwai, 2014).

Jones (2014) enlarges on the list of interactive lecture tools and presents the discussion groups technique as an effective means of encouraging students to negotiate understanding and synthesise ideas during lectures (Jones, 2014). Her findings suggest that effective discussion groups are the way to enhance students' engagement, thereby promote positive learning outcomes (Jones, 2014).

Nowadays technologies and multimedia are used to foster students' engagement during lectures. To meet the requirements of rapid redesign of lectures from face-to-face teaching to online delivery, instructors facilitate virtual commenting, posting responses online and online discussions within lecture classes. Special software and educational technology tools are developed for increasing the interactivity between students, lecturer and subject matter materials. Technology tools are found to be effective in getting instant feedback from students through audience response systems, enhancing information delivery and enriching the diversity of activities during lectures (Tuma, 2021).

We regard the interactive lecture as a method for developing both the declarative dimension and the procedural dimension of TLA. According to Andrews and Lin (2018), the declarative dimension of TLA embraces the language teacher's needs of wide-ranging knowledge about language and its functioning (Andrews & Lin, 2018); the procedural dimension embraces the teacher' needs '*to be able to draw appropriately on that declarative knowledge in all aspects of his/her pedagogical practice*' (Andrews & Lin, 2018, p. 60). There is a research consensus to present the complex nature of TLA in accordance with the three professional roles of the language teacher and consequently distinguish between three overlapping domains of TLA: the user domain, the analyst domain and the teacher domain (Andrews & Lin, 2018). Implementing interactive lecture tools, the lecturer acts as a facilitator involving students in awareness-raising activities

designed to develop and interconnect the three domains of TLA. Depending on the subject matter, the lecture course may be planned to foreground one of the TLA domains, the other two becoming the secondary foci of attention.

The design of the interactive lecture course aimed at developing TLA starts with modelling expected learning outcomes. Well-designed course goals and well-modelled learning outcomes are the backbone of the educational process planning. The way the lecturer models the desired learning outcomes is bound to shape the selection of the course content, resources and materials, tools for students' engagement, evaluation procedures. More research is needed on specifying domains of TLA and using such specifications as categories for defining learning outcomes of lecture courses for language teacher students. We present the case study of modelling learning outcomes of TLA instruction in designing the interactive lecture course in language science for the first- and second-year language teacher students.

Methodology

Our approach to modelling learning outcomes of the lecture course in language science and setting the performance objectives of TLA instruction is grounded on several well-established methodology frameworks.

1. Group personalising of learning outcomes requires taking into account a set of generic profile characteristics of L2 teacher students as a category of higher-education learners. We view prospective L2 teachers as multi-competent language users who possess a set of characteristics which drastically differ them from monolingual language users. Relying on Cook's (2016) conceptualisation of multicompetence and on current studies of emergent bilingualism (Kecskes, 2010), we regard prospective L2 teachers as the category of professional-level language users whose cognition and communication experience the synergic effect of two (or more) languages inter-functioning and are mediated by the emergent dual-language functional system. Current studies tend to describe emergent metalinguistic abilities of advanced L2 users as the reflection of underlying changes in cognitive abilities (Jessner, 2018). However, L2 teacher students as a body of prospective teaching professionals need additional training in developing language awareness not only from the user's perspective, but also from the learning and the learner's perspectives (Andrews,

2007). Thus, modelling expected learning outcomes of the interactive lecture course for L2 teacher students is guided by the following characteristics of learners: (1) their multi-competence (i.e. reliance on a synergic L1–L2 functional system in cognition and communication), (2) their naturally enhanced, language experience-driven metalinguistic awareness, (3) their professional learning needs regarding various domains of TLA.

2. Setting the performance objectives of awareness-raising instruction requires defining which domains of TLA and L2 teacher's metalinguistic competence are necessary to focus on. We rely on the approach to structuring TLA domains proposed in (Andrews, 2007; Andrews & Lin, 2018) and distinguish between declarative language awareness and procedural language awareness of the language professional performing his/her roles of the language user, language analyst and language teacher.

Given the subject matter of the lecture course in language science, we define the analyst domain of TLA as the primary focus of planning, the user and the teacher domains as the secondary ones. We rely on the premise that at the core of all domains of TLA lies analysing and conscious control of languages (L1, L2, etc.) as the tools of cognition, communication and teaching. The common metalanguage for describing the human ability to use language as a means of meaning construction and communication is presented in "The Common European Framework of Reference for Languages" (CEFR) (2020). Relying on the taxonomy of language competences and modes of communication proposed in the CEFR (CEFR, 2020), we find it necessary to set the objectives for the development of students' analytical reflection and control skills in the domains of (1) metalinguistic awareness (lexical awareness, semantic awareness, phonological awareness, etc.); (2) sociocultural awareness (viewed from the broader perspective) and sociolinguistic awareness (viewed from the narrower perspective); (3) pragmatic awareness which embraces domains of discourse awareness, functional awareness and design awareness; (4) plurilingual/pluricultural awareness.

3. Our rationale for planning the interactive lecture course aimed at developing TLA is based on well-founded procedures of organising instruction and evaluation in higher education presented in (McBeath, 1992). Following these procedures, we distinguish between course

goals and performance objectives which are characterised by a higher degree of specificity (McBeath, 1992). We also follow the proposed in (McBeath 1992) approach to organising the lecture content so as to engage students in (1) establishing factual foundation, (2) developing conceptual understandings, (3) using principles and rules, (4) problem-solving and creative applications of the content.

In designing the language science lecture course for language teacher students, we rely on the integrative model of engaging instruction proposed by Lonka & Ketonen (2012). Such model of lecture instruction is based on the principles of (1) diagnosing and activating current understanding and knowledge, (2) fostering reflective thinking, (3) assessing change and giving feedback (Lonka & Ketonen, 2012). In selecting the means of students' engagement and the types of interactive activities which can provide for the performance objectives achievement, we rely on the framework of peer instruction (Mazur, 1997; Crouch & Mazur, 2001), the taxonomy of interactive lecture tools (Rahman & Masuwai, 2014) and the procedures of using reflective writing as a tool for scientific thinking development (Kalman, 2018).

Study and results

Teacher students' metalinguistic awareness development: focus on scientific concepts internalisation

In Russia L2 teacher education programs necessarily include courses in theoretical and applied linguistics. The range and variety of such courses may differ from curriculum to curriculum, but traditionally first- and second-year L2 teacher students are exposed to theoretical linguistic training within courses like "Introduction to Language Science", "Theory of the L2 Language", etc.

L2 teacher students as any other natural language users possess a system of naturally acquired non-scientific ("naive") metalinguistic assumptions and beliefs derived from their speech experience. One of the objectives of the proposed lecture method design is to encourage students to clearly identify their interpretation of language and construct a system of expert-like metalinguistic knowledge. First- and second-year students tend to demonstrate both knowledge-in-pieces viewpoints on language and intuitive theories about language as a semiotic system mediating cognition and communication. It is necessary to replace the disorganised combination of naive

metalinguistic beliefs, fragmented knowledge and intuitive theories by a system of scientific conceptual knowledge about language.

The interactive lecture instruction is aimed at resolving the conceptual conflict between naive and scientific metalinguistic reflection and at placing students' viewpoints about language within the larger networks of scientific concepts. Deliberate training is needed for students to construct such consciously accessible networks consisting of sets of interrelated metalinguistic propositions. Peer instruction within the interactive lecture framework is supposed to be one of the techniques used for such training.

Peer instruction aimed at the development of scientific conceptual understanding of language requires that the subject-matter content of the lecture be preliminarily selected, organised and presented in the way that provides for learners' scientific concepts internalisation. The lecturer adopts the following procedures of the lecture content organisation.

(1) Segmentation of the subject-matter content into analysis units

The lecture is divided into a series of analysis units (for example, three units, approximately 20 minutes each). The units are organised so as to provide factual foundation and develop conceptual understanding of linguistic phenomena. Material is presented so as to confront students' naive metalinguistic viewpoints with logical arguments and experimental evidence. The stress is laid on scientifically most important attributes of concepts, generic characteristics of concepts and concept categorisation (i.e. fitting each concept in the scientific scheme of classification). Scientific argumentation is used for revealing the systematic inter- and intra-linguistic links within the network of concepts. Keywords and definitions function as clues for meaning construction.

The lecturer acts here as a professional concept mediator and uses mediation strategies to facilitate conceptual understanding. The detailed description of mediation strategies is presented in (CEFR, 2020, pp. 117–122). For explaining concepts, such mediation strategies may be used as linking to previous knowledge, adapting language, breaking down complicated information, amplifying dense information, etc.

(2) Engagement of students into interactive activities

Each analysis unit is followed by related conceptual questions ("ConcepTest"). Students formulate and report individual answers, then

discuss them with other students. The primary objective here is to encourage students to make meaningful interpretations of concepts. Two types of questions are included in ConceptTests. Questions of the first type embrace the analyst domain of TLA and focus on (1) generic characteristics of concepts; (2) generalised interpretations of definite classes of concepts; (3) the system of relations between the scientific concepts. The teacher domain of TLA is trained through problem-solving questions revealing the relevance of scientific linguistic concepts to the language teaching theory and to particular language teaching situations. Questions of this type are meant to encourage students to apply theoretical descriptions of language system and language functioning in order to understand the process of language acquisition/learning from the learner's perspective.

(3) Validation of scientific conceptual understanding

During the discussion the lecturer monitors the exchange of ideas. Afterwards he/she provides reflective feedback on ConsepTests, gives additional explanations, clarifications, and a summary with reformulations if necessary. Entering on the next analysis unit, the lecturer foregrounds its causative-consecutive relations with the previous one and thus scaffolds students' constructing conceptual links between subject-matter segments. To ensure internalisation of scientific concepts, pre- and after-lecture reading techniques may be implemented within the course. In this case conceptual understanding assessment may be organised by means of questionnaires, open-ended question tests, reflective writing tasks on the reading materials.

Teacher students' pragmatic awareness development: focus on observation and explanation of pragmatic functioning

Pragmatic awareness embraces the knowledge about and the ability to control language functions and speech acts. Pragmatic awareness has long been seen as a precursor to pragmatic competence (see Bardovi-Harlig (2018) for detailed discussion of pragmatic-awareness raising framework in language pedagogy). Bardovi-Harlig (2018) states that pragmatic awareness is also seen as a learning outcome on its own: '*By helping learners to develop pragmatic awareness, instructors could help learners develop the ability to learn autonomously. This is important in two areas: learner determination of what features of the target language pragmatics are relevant to them (the identification of personal learning targets); and learner determination of how far to go*

(learner subjectivity)' (Bardovi-Harlig, 2018, p. 325). According to the CEFR (2020), '*L2 learners' pragmatic competences are concerned with the knowledge of the principles according to which messages are (a) organised, structured and arranged ('discourse competence'); (b) used to perform communicative functions ('functional competence'); (c) sequenced according to interactional and transactional schemata ('design competence')*" (CEFR, 2020, p. 137). The language teachers' pragmatic expertise (for example, such meta-discourse competences as the abilities to analyse and compare relevant text types and genres in the target languages, to observe varieties of language that are relevant for the learning and teaching, etc.) are found to play central role in the preparation and teaching of content (Teacher Competences for Languages in education, 2019).

One of the ways to develop teacher students' pragmatic awareness is to expose them to the reflective form-focused instruction. In this case the lecture itself is regarded as the speech act event in the pedagogical discourse situation and the predict-observe-explain technique is used for enhancing the analyst domain of TLA. On the one hand, the lecture as a communicative event provides a limited material for pragmatic observation as it is a very specific genre of pedagogical discourse presented in a multimodal form (spoken text plus visual support). On the other hand, such restrictions of the observation material make it easier for students to concentrate precisely on several pragmatic factors referring to the discourse organisation of the lecture (thematic development, cohesion, coherence) and control of language functions (especially at the macrolevel).

The lecture starts with the pre-analysis stage aimed at the activation of students' current knowledge about the contribution of pragmatic factors to communication. Depending on the precise objectives of the pragmatic awareness instruction, students' attention may be directed to the effects of discourse organisation on communication, the use of macrofunctions (description, argumentation, explanation, commentary), text design conventions in argumentative discourse, etc. Students are explained that they are going to participate in the predict-observe-explain activity and perform the communicative roles of (1) active listeners of the lecture, i.e. the message receivers and subject matter constructors and (2) participating observers who take up the metaposition of the speech act analyst. Given the theme of the lecture,

its plan and the task objectives, students are invited to share their anticipations about the ultimate communicative goal of the lecturer as the sender of the message, the possible ways of thematic development, logical ordering of the lecture content, etc. Students are provided with the list of key points for observation which may differ depending on the precise task objectives. For example, students may be instructed to observe the lecture thematic development and take notes on the topic-focus relations, integration of sub-themes, sequence of points of relevance and supporting examples, etc. In observing coherence and cohesion as the pragmatic factors, students take notes on the unity of concepts, the ways of nominating key concepts, logical connections, use of cohesive devices, back referencing, etc.

The lecture lasts for approximately 50 minutes; if necessary additional pauses during the lecture may be planned for students to fill in the observation lists. The lecture is followed by students' sharing and discussing the results of their observation. To find more meaningful explanations of pragmatic phenomena (communicative intentions, implied meanings, presuppositions), students may turn to interviewing the lecturer as the sender of the message. The interaction activity is concluded by the reflective (and if necessary, corrective) feedback from the lecture who summarises the results of students' observation and highlights the relations between "form" (organisation of the lecture as a speech act, structure of the lecture as a discourse unit) and "meaning" (the subject-matter content of the lecture). Such engaging predict-observe-explain instruction aims at the development of students' pragmatic awareness but also contributes to students' understanding of scientific concepts because explanations of pragmatic features (thematic relations, contextual relevance, functional purposes, etc.) usually entail a deeper examination of the subject-matter content.

Teacher students' plurilingual awareness development: focus on self-monitoring of plurilingual experience

Nowadays L2 user's ability to act across languages and employ his/her integrated (L1–L2) communicative repertoire for meaning negotiation is identified as one of the key factors of communicative effectiveness (CEFR, 2020). TLA comprises the knowledge about negative and positive effects of cross-linguistic transfer in L2 learning and about emergent consequences of L1–L2 interrelatedness for cognition and communication. L2 teachers' plurilingual awareness

embraces their willingness to modulate the usage of L1 and L2 according to communicative situations within a variety of language teaching contexts.

Plurilingual awareness-raising training may start with involving teacher students in self-monitoring of their plurilingual experience by means of the reflective writing technique. In this case the lecture is organised as the translanguaging communicative event. The learning objectives of such plurilingual awareness-raising lecture design refer to the user and the analyst domains of TLA. The user domain is activated through the enhancement of students' plurilingual comprehension skills. The focus is put on students' abilities to collocate information from sources in different languages, deduce messages from different languages and construct integrated meanings mediated by different languages. As far as the analyst domain of TLA is concerned, the focus is put on enhancing students' procedural knowledge about the communicatively purposeful blending or alternating of languages and the contribution of the plurilingual context to the subject-matter perception and interpretation.

The lecturer facilitates the plurilingual space by presenting lecture materials (subject-matter content units, ConcepTests, lists for reading) both in L1 and L2. Modes of languages inter-functioning are selected depending on the theme of the lecture and the precise objectives of TLA instruction. The lecturer may either focus on highlighting differences and similarities in conceptualising phenomena under study in the L1 and L2 academic discourses (terminology, taxonomies, ways of interpretation, etc.) or present the holistic picture of the concept by activating L1 and L2 as affordances to cognitive models. Code-switching within the lecture is used for foregrounding specific attributes of concepts, for leading the development of ideas and encouraging conceptual talks.

After the lecture students get lists for further reading (which include items in L1 and L2) and post-lecture processing writing assignments. Given the objectives of the plurilingual awareness training, the reflective writing assignment contains instructions aimed at encouraging students

(1) to reflect on the subject matter of the lecture, to clarify concepts under study and make meaningful connections to the personal experience (for example, Kalman (2018) gives the following sample of

the reflective writing instruction: '*Write down your own understanding of concepts, relationship among those concepts, or relationship of the material to your former knowledge from other disciplines and life experience*' (Kalman, 2018, p. 63);

(2) to reflect on the contribution of plurilingual comprehension to the conceptual understanding of the subject matter (for example, students are encouraged to clarify how similarities and differences in L1 and L2 conceptualisations contribute to their individualised knowledge of the phenomenon under study, how information from different language sources impacts the formation of a more holistic picture of the subject matter, etc.)

Research on reflective writing shows that such tasks make students enter into the self-dialogue about the subject matter content and find the ways how to make sense of it (Kalman, 2018). The writing technique engages students in reflecting metacognitively on the material by means of the back-and-forth movement of the hermeneutical circle (Kalman, 2018). If prospective L2 teachers intend to meet today's requirements of promoting plurilingualism in the language teaching class, they need to start with gaining conceptual understanding of plurilingual learning materials and developing in themselves the positive attitude to acting across languages. Written reflection on their own plurilingual learning experience is a good way to enhance teacher students' openness to relying on their holistic language repertoire.

Conclusion

The improvement of metalinguistic instruction in higher education of L2 teachers is a complex professional challenge. Answering the question whether TLA can be taught, Young (2018) highlights that '*awareness is a personal, individual sensibility, which develops as a result of greater understanding, empathy, experience of and knowledge about language and languages*' (Young, 2018, p. 35). In our study we offer for the further discussion and critique the principle of centrality of critical language awareness in the structure of L2 teacher's professional identity.

One of the objectives of our research has been to explore the contribution of interactive lecture tools to enhancing metalinguistic reflexivity in prospective L2 teachers. We state that new instructional practices (namely, the interactive lecture course of engaging instruction) can transform theoretical linguistic courses into effective

learning events where the conceptual conflict between naive and scientific metalinguistic reflection is resolved. The lecturer as the designer of the language awareness-rising course aims at providing favourable conditions for the development of TLA by (1) adopting special procedures of the lecture content organisation; (2) using various interactive lecture tools selected in accordance with the specifics of the lecture subject matter, the aim of TLA instruction and desired learning outcomes; (3) scaffolding subject matter understanding through mediating concepts/texts/communication and engaging students in reflective activities; (4) monitoring students' metalinguistic reactions and maintaining reflective feedback loops. One of the challenges of such interactive lecture design lies in the necessity to find balance between all the domains of TLA and select appropriate didactic instruments for developing both declarative and procedural language awareness and prepare students for their professional roles of language users, language analysts and language teachers.

To design the interactive lecture course with the focus on TLA development, the instructor needs to be inquiry centered. Inquiry centered programs are known to be aimed at encouraging students to explore, search for new ways of initiating inquiries and expand their patterns of learning (McBeath, 1992). Interactive lecture tools help students identify language problems and resolve them relying on the knowledge of the initial generic relations that determine the essence of language, discourse and communication phenomena.

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РЕЧЕВЫЕ ПОРТРЕТЫ Д. ТРАМПА И Б. ДЖОНСОНА: КОММУНИКАТИВНЫЕ СТРАТЕГИИ ПОЛИТИЧЕСКИХ ЛИДЕРОВ

Статья исследует прагмалингвистические особенности формирования образа политика в публичном политическом дискурсе. Политический дискурс рассматривается как процесс осуществления властных полномочий речевыми средствами. Риторическая эффективность речи политика имеет