

SPEECH AND LEXICAL ETIQUETTE OF AN ENGLISH LANGUAGE TEACHER IN AN ACADEMIC SETTING

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Abstract. *This article substantiates the importance of using expressive lexical means in the speech of an English language teacher. The author identifies several categories of lexical devices used to create expressiveness within the context of teacher-student interaction. Some of these expressive devices are formulaic in nature, which diminishes their emotive potential. In pedagogical discourse, metaphors, epithets, and irony possess a high degree of expressiveness.*

Keywords: *expressiveness of a teacher's verbal behavior, lexical intensifiers, discourse markers, lexical repetitions, approximations, deictic words.*

A teacher's speech etiquette is an essential prerequisite for successful verbal interaction within the educational process. Identifying the linguistic devices that imbue an utterance with emotional coloring—and defining their functions—makes it possible to establish the specific characteristics of emotionally charged speech. Unlike... Compared to neutral speech, it can be argued that emotional speech is characterized by a greater degree of appeal at the pragmatic level, more categorical evaluations at the level of content, and a distinct structural organization at the level of form [2, p. 2]. The expressiveness of an English teacher's speech serves an additional function: it immerses

students in the emotional world of another culture and lends authenticity to the communication. As researchers of expressiveness have noted, it can be conveyed through a wide variety of means. At the syntactic level, expressiveness is linked to the use of exclamatory, imperative, and subjunctive constructions, as well as incomplete sentences, rhetorical questions, exclamations, anaphora, epiphora, and inversion.

At the phonetic level, expressiveness is conveyed through specific intonation patterns and modifications in the pronunciation of sounds. This article focuses on the lexical means of expressing such affect. The research material consists of dialogue excerpts—collected via exhaustive sampling—drawn from 69 English lessons ...of the language, as used by native speakers. The analysis identified several categories of expressive devices: lexical intensifiers, emphatic phrases, approximators, lexical repetitions, discourse markers, deictic terms, and interjections. One type of expressive device observed in the speech of English language teachers is the lexical intensifier—comprising emphatic adverbs, emphatic particles, and emphatic pronouns. Among these, emphatic particles are the most prevalent (66%), followed by emphatic adverbs (44%).

The study identified several emphatic particles, including «just», still», and «only». These particles account for 77 instances, representing 6.9% of the entire corpus. Consider the following examples: «It's still a complete sentence. «I have one question just now « Among emphatic adverbs, the most frequently used are «quite», «basically», «pretty», «really» «totally», «exactly», «actually», «so», «particularly» , «specifically», «completely», «especially», and «maybe»: «You are to know basically...» «Pretty expensive «Let me be really clear». «It's totally okay. «That's exactly right». «I'll probably actually finish » « The category of emphatic pronouns is limited to the use of «such» «and «what» «:Such an animal! Intensification can occur not only at the level of an individual word but also across an entire phrase. The «Cambridge

Grammar of English» « includes expressions such as "or so," "or something," "or anything," "and so on," "or whatever," "kind of," and "sort of" in this category [5, p. 202].

In the speech of an English teacher, such phrases can serve to reduce the distance between the educator and the student by introducing a conversational tone—for example: "You can ««kind of»» record," "You ««sort of»» pull it apart," or "Give you three minutes ««or so»»." Utterances containing lexical intensifiers and reinforcing phrases can function either to hyperbolize the evaluative meaning of a statement or to provide emphatic highlighting. A similar function is performed by "approximators"—expressions that provide an approximate description of objects or phenomena in the surrounding reality.

Approximators lend a high degree of authenticity to a teacher's speech, as seen in examples like "Ask you to do this for a ««couple of»» minutes" or "Skip a ««couple of»» lines." Lexical repetition is also frequently used by teachers to convey expressiveness; this technique appeared in 25 out of 1,109 instances, accounting for 2.5% of the total linguistic data analyzed. While repetition is redundant in nominative terms—adding nothing to the logical meaning—it can convey a wide spectrum of emotions, including irritation, anger, annoyance, surprise, doubt, anxiety, worry, self-reassurance, or regret. In a teacher's speech, repetition can also serve a persuasive function. By repeating part or all of a sentence, the teacher intensifies the utterance: "Unravel—I think you can ««unravel»»," "It's very difficult. «Very difficult»," or "If we eat a lot—»«a lot, a lot, a lot»«—of chocolate." Discourse markers also play a significant role in creating expressiveness. In the English language, the term "discourse marker" refers to speech units that do not alter the core meaning of an utterance but instead serve emotional and expressive functions. These units act as syntactically independent connectives that help maintain the coherence of discourse. In linguistic literature, such functional units appear under various labels, including "discourse markers," "discourse particles,"

"discourse connectives," "pragmatic particles," and "pragmatic markers," among others [3, p. 53]. R. I. Babayeva identifies the following functions of discourse markers: the "structuring" of discourse—a mechanism that replaces grammatical rules, which are not always strictly followed in spontaneous speech—and the infusion of emotion into speech, a function that helps establish a specific "tonality" of communication. Furthermore, they serve to express a subjective attitude, manifested through evaluations that accompany the primary content. comments [1, p. 6].

An analysis of the linguistic material has shown that discourse markers are a frequent phenomenon in pedagogical discourse. They account for 10.1% of all recorded units. Here we go. Okay, there you go. Your questions are very similar, right? 137 The most typical discourse marker in this context is "you know," which most often appears at the beginning of a sentence, with the teacher pausing briefly before continuing their statement. This technique helps to capture the students' attention and set the statement apart from the general context: "You know, I am not fully aware of..." "If you have a beautiful cupcake with a beautiful—you know—decoration." "You know, partners—I keep changing them." "You know, in our previous class..." A distinct group of expressive lexical devices consists of so-called "response tokens." These elements were found in 263 dialogic units, representing 23.7% of the total number of identified devices.

In interaction, response tokens serve several communicative purposes: maintaining the flow of conversation, expressing agreement or disagreement, and conveying an evaluation. Such lexical units indicate the teacher's active role as a listener. They may consist of a single lexical unit—such as "fantastic," "great," "fine," or "amazing"—or a phrase, such as "a great idea" or "great letters." Deictic words also play a significant role in the expressive shaping of pedagogical discourse. Deictic terms are words that relate to their referents not directly, but rather through the process of communication—that is, not within

the language system itself, but within actual speech, via the speech act. The phenomenon of deixis lies in the fact that a word relates to its... ..indicated by reference to a speech act [4, p. 30]. In the course of the study, 114 instances of deixis were identified, accounting for 10.3% of the total corpus of examples. Let us consider some examples: ««Keep that on your brain. To get that clarified... Right here.»» A description of the expressive lexical devices used in a teacher's speech would be incomplete without mentioning the role of interjections, which inherently possess a significant capacity for conveying emotive attitudes. Due to the frequent use of interjections by teachers, Anglo-American pedagogical discourse comes across as more expressive than its Russian counterpart: ««One, two, three, rip. Alright? So, ready? One, two, three (rip). Oh, alright, not bad for the first time. My goodness, almost! We are getting there. My God, boys and girls. He is absolutely right. That's a great word! Awesome! Oh, my God.

The lexical expressive devices discussed above are, in most cases, clichéd in nature, which can actually diminish the emotional impact of a teacher's verbal behavior. A greater degree of expressiveness at the lexical level is achieved through the use of more specialized, individualized lexical items—for instance, through the use of epithets: "This funky thing," "It's an ugly S, isn't it?", or "Great letters." The use of metaphor also adds expressiveness to pedagogical communication: "You're a star," "You are on the right track," "Now you're just grasping at straws," "I need your eyes," or "You've had a breath of fresh air—wonderful! Just a way to refresh your mind."

A high level of expressiveness can also be attained when lexical items are employed ironically, as in the example: "It will be dark before you find the answer." Lexical expressiveness in a teacher's verbal behavior is but one component of the broader, holistic concept of expressiveness. In actual pedagogical interaction, lexical expressiveness is complemented by phonetic

expressiveness and may be further reinforced by expressive grammatical structures.

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