

климата, ограничения на природные ресурсы и благополучие животных [5]. По сравнению с классическим бутербродом с сосисками, яйцом и сыром *Dunkin's* на английском маффине, сэндвич *Beyond* содержит меньше жиров, калорий, холестерина и натрия.

**Заключение.** Таким образом, правильно созданные названия блюд фаст-фуда передают потенциально мощные сигналы о потреблении пищи, включая изображения привлекательных моделей, которые едят, а также положительные эмоции, связанные с потреблением пищи. Данные сочетания являются одни из ключевых компонентов маркетинговых продуктов, в сочетании с визуальным ключом оказывают влияние на успешный рекламный прием.

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## METANARRATIVE AS A FEATURE OF SITUATIONALITY IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

**Introduction.** The recent standards for teaching a foreign language at the university demand the usage of communicatively oriented speech in all types of activities, with special attention paid to speaking; besides, all classroom activities must have communicative aims and objectives. Teaching students how to effectively utilize a foreign language as a tool for communication, in addition to their mother tongue, is the responsibility of the foreign language teacher, which will help students become fully integrated members of the society. High school students should be able to use foreign language materials to conduct interviews, debates, personally-oriented conversations and to uphold academic communicative exchange according to societal norms and communicative situation itself.

One of the most effective methods of teaching a foreign language is the situational method, which presupposes “not only academic knowledge of language and language material, but also turns the process of knowledge into the process of discovering new experiences of relationships and interrelations between events, phenomena, objects, their critical reflection” [1, p. 205]. Among powerful didactic resources used to create and maintain situational teaching contexts there is narrative, the functions of which in classroom communication are “to disrupt and realign students’ understanding of the social situation, to involve and activate students in their present understanding, to bridge contradictions within society and to broaden and open students’ understanding of the communicative situation in the broadest meaning of the term” [2].

The relevance of the given research is based on the recent trend of the exploration of possibility to use narrative in education and the search for the ways to provide learners with the context for their language study.

**Main part.** The aim of the research is to reveal the scope and content of the metanarrative level of communicative situation involving university students acting out dialogues as a part of their traditional English speech practice and preparing their character backstories to participate in a foreign language communicative live-action role-play game.

The object of the research is the metanarrative level of communication as a marker of the students’ awareness of a broader extralinguistic communicative context.

The subject of the research is the scope and content of the metanarrative level of communicative situations that occur when students practice English oral and written speech by means of acting out dialogues and writing character backstories for a communicative live-action role-play game.

The research is supposed to provide answers to the following research questions:

1) What is understood as the metanarrative level of communicative situation and how is it identified in the speech flow?

2) What is the relationship between the metanarrative level of communicative situation and the pedagogical concept of “learning in context”?

3) How much are the university students aware of a broader extralinguistic context of their conversation when they act out dialogues during their English speech practice?

4) What aspects of extralinguistic context of communication do students make explicit in their speech by means of its metanarrative components?

5) Can live-action role-play games be regarded as a means to develop the students’ awareness of the extralinguistic context of their foreign language communication?

The extra-linguistic elements considered important in the sphere of foreign language teaching and learning are those which provide the information in relation with motivation, emotion, attitudes, personality, etc. that are proven in helping a student to learn how a foreign language works as a communicative tool [3].

Some of the important extra-linguistic elements of a communicative situation can potentially reveal themselves on a metanarrative level of dialogical speech, which we understand as “a narrative having a narrative as one of its topics” [4, p. 51] according to the definition given by G. Prince. According to the way how metanarrative is constructed and represented in the narrative structure of a videogame, we can presuppose that it can be similarly made explicit in a conversation that is based on a narrative structure. Thus, the metanarrative level of a fictional dialogue constructed by learners of English as a foreign language can be represented as follows:

1) the problem that needs to be solved (the speaker’s personal problem or the global problem that should be solved within the communicational situation);

2) a project (idea) that needs to be implemented (the speaker’s ideas about the desired outcome of the situation and the future of the world they live in — the ultimate goal to which the speaker will strive);

3) a method or methods of implementing the project (what and how the speaker needs to do in order to solve the problem — his own and global) [5, p. 23].

**Conclusion.** Thus, the linguistic analysis of dialogues delivered by the learners of English as a foreign language at a higher educational establishment from the point of view of the metanarrative level made explicit in the speech flow enables the researcher to find out the level of students’ awareness of the extra-linguistic components of the communicative situation. It can be further hypothesized that, if the students are fully aware of the extralinguistic motives and problems arising from the particular communicational situation and the speakers’ personal goals driving the conversation, their speech will be more naturally motivated and, consequently, richer and more fluent.

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## FOREIGN LANGUAGE TEACHER PRESENTATION SKILLS

**Introduction.** One of the main trends in education is the focus on the student’s personality in order to fully reveal their abilities and meet their educational needs [1]. That is why foreign language teacher presentation skills play a pivotal role in effective English language teaching, as they enable foreign language teachers to engage students and make learning more enjoyable. Furthermore, presentation skills enable foreign language teachers to effectively communicate complex ideas and concepts. This helps students grasp the content more easily and develop a solid foundation in the foreign language learning. In addition, presentation skills allow foreign language teachers to create a comfortable and inclusive learning environment. By using effective body language, voice and eye contact, teachers can establish a positive rapport with their students and create a sense of belonging in the classroom. This