

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ ЛІНГВІСТИЧНИЙ УНІВЕРСИТЕТ
Кафедра германської і фіно-угорської філології

Кваліфікаційна робота магістра з лінгвістики
на тему:

«МАНІПУЛЯТИВНІ СТРАТЕГІЇ ТА ТАКТИКИ В АНГЛІЙСЬКОМУ
ПЕДАГОГІЧНОМУ ДИСКУРСІ»

Допущено до захисту
« ___ » _____ року

студента групи МЛа 51-21
факультету германської філології і
перекладу
освітньо-професійної програми
сучасні філологічні студії (англійська мова
і друга іноземна мова): лінгвістика та
перекладознавство
за спеціальністю 035 Філологія
спеціалізація 035.041 Германські мови та
літератури (переклад включно), перша –
англійська
Яковенко Дарини Юріївни

Завідувач кафедри
Шутова М.О.

Науковий керівник:
доктор філол. наук, доц. Гнезділова Я. В.

_____ (підпис)

_____ (ПБ)

Національна шкала _____
Кількість балів _____
Оцінка ЄКТС _____

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
KYIV NATIONAL LINGUISTIC UNIVERSITY
Chair of Germanic and Finno-Ugrian Philology

Master's Qualification Paper

MANIPULATIVE STRATEGIES AND TACTICS IN ENGLISH
PEDAGOGICAL DISCOURSE

YAKOVENKO DARINA

Group MLa 51-21

Department of Germanic Philology
and Translation

Research Adviser

Assoc. Prof. **YAROSLAVA GNEZDILOVA**

PhD (Linguistics)

Kyiv – 2022

CONTENT

INTRODUCTION	7
CHAPTER 1. DISCOURSE PRINCIPLES OF SPEECH MANIPULATION IN MODERN LINGUISTICS	10
1.1. Manipulation as an interdisciplinary object of linguistic studies.....	10
1.2. Manipulation in pedagogical discourse.....	17
1.3. Participants in the English pedagogical discourse	21
1.4. Strategic organization of manipulative pedagogical discourse.....	26
1.5. Manipulative and demanipulative strategies and tactics in English pedagogical discourse.....	29
Conclusions to Chapter 1	31
CHAPTER 2. MANIPULATIVE STRATEGIES AND TACTICS IN ENGLISH PEDAGOGICAL DISCOURSE	34
2.1. The peculiarities of the implementation of strategies and tactics of manipulation in English pedagogical discourse.....	34
2.1.1. Manipulative strategies and tactics of attracting and retaining students' attention.....	34
2.1.2. Manipulative strategies and tactics of motivation in pedagogical discourse.....	37
2.1.3. Strategies and tactics for establishing order in the classroom	39
2.1.4. Strategies and tactics of “interpersonal conversation” and its varieties.....	41
2.2. Strategies and tactics of demanipulation in English pedagogical discourse.....	43
Conclusions to Chapter 2	46
CHAPTER 3. EFFICIENCY OF MANIPULATIVE STRATEGIES AND TACTICS IN ENGLISH PEDAGOGICAL DISCOURSE	47
3.1. Successful / unsuccessful manipulation in English pedagogical discourse ..	47
3.2. Successful / unsuccessful demanipulation in English pedagogical discourse	51
3.3. Strategies for overcoming demanipulative situations	53

Conclusions to Chapter 3 59

CONCLUSIONS..... 60

REFERENCES 63

LIST OF ILLUSTRATIVE SOURCES..... 66

APPENDIX 67

INTRODUCTION

Language has lately been perceived not only as a means of communication, a system of verbal signs, but also as a way of interaction based on certain tactics and strategies aimed to influence on the interlocutor (Бобошко, 2018; Шалова, 2014 etc.). The phenomenon of manipulation is of interest for various fields of science; speech manipulation is used in advertising (Reisach, 2021), politics (David, 2019), law (Gasparyan, 2020; Norton, 2021), etc, and is considered from different angles in the terms of linguistic analysis (Грачов, 2008; Мельник, 2016; Гнезділова, 2022 and etc.), psychological and social analysis (Гнезділова, 2016; Доценко, 2005; Кабаченко, 2007; Лукасевич, 2012; Тітар, 2019; Самборська, 2015; Шейнов, 2003 and etc.), and suggestive linguistic analysis (Тленкопачева, 2015; Сідун, 2018 and etc.). Manipulative speech strategies and tactics are also used in pedagogical communication, however, manipulation here has a number of specific features.

Pedagogical discourse has been analyzed in a number of scientific studies and is defined in two different ways: either as pedagogical communication (Антонова, 2007; Бхідер, 2019) in an educational institution between a teacher and a student (Білик, 2013; Протопопова, 2018; Гудина, 2014) or as a means of transferring knowledge, a way of thinking and speech creation in various educational institutions, without limiting the scope of its application to an educational institution (Ежова, 2006; Мельник, 2013; Черник, 2002). Pedagogical manipulative discourse encourages students to strive for knowledge more actively and to become more involved in studying. However, it should be admitted that so far there is no sufficiently complete picture of verbal and non-verbal interaction between of a teacher and a pupil / student, i.e. the teacher's speech behavior in the classroom and genres, as well as types and categories of pedagogical discourse in linguistics.

The topicality of the research lies in the specificities of English pedagogical discourse within the theory of influence and how speech manipulation is realized there.

The object of the research is modern English pedagogical discourse.

The subject matter of the present study is the manipulative strategies and tactics in English pedagogical discourse.

The aim of this work is to determine (de)manipulative strategies and tactics in English pedagogical discourse.

To achieve this goal, the following **tasks** should be solved:

- 1) to outline the development and nature of a notion of manipulation;
- 2) to identify the specifics of the manipulative pedagogical discourse;
- 3) to specify the participants of manipulative pedagogical discourse;
- 4) to study manipulative strategies and tactics in English pedagogical discourse;
- 5) to determine strategies and tactics of manipulation in English pedagogical discourse;
- 6) to find out the strategies and tactics of demanipulation in English pedagogical discourse;
- 7) to single out the manipulative strategies for overcoming demanipulative situations.

The objectives of the research are solved using the following **scientific methods**: the descriptive method; the method of systematization and classification; the continuous sampling method; semantic analysis; component analysis method (to analyze the structure of manipulation in pedagogical discourse); discourse analysis.

The novelty of the study is in the investigation of the manipulative potential of such institutional type of discourse as pedagogical.

The theoretical value of the paper lies in the fact that it is one of the attempts to study theoretical background of manipulation in pedagogical discourse, i.e. what means can be used as a main tool of influence, how manipulation can be realized in

teaching, how the roles of a teacher and a pupil / student coincide with those of a manipulator and a victim.

The practical value of the gained results in the paper is in their application in the classes of practical English (spoken and written), methodology of teaching English, in the selective course “Speech manipulation in everyday discourse” and other selective course in discourse studies and cross-cultural communication. The results can also be applicable to writing students’ course and / or diploma papers, and post-graduates’ PhD papers.

Compositionally, the paper consists of an introduction, three chapters, conclusions to each chapter and general conclusions, the list of references, the list of illustrative material and an appendix.

The introduction describes the topicality of the study, its aim and objectives, methodology, practical and theoretical value, novelty and structure.

Chapter 1 contains the theoretical basis of the study, including the outline of the development and nature of a notion of manipulation, manipulation in pedagogical discourse, its participants, as well as strategic organization of manipulative pedagogical discourse.

Chapter 2 includes the analysis of the peculiarities of the implementation of strategies and tactics of manipulation and demanipulation in English pedagogical discourse.

Chapter 3 studies the successful / unsuccessful manipulation and demanipulation in English pedagogical discourse, as well as the strategies for overcoming demanipulative situations.

General conclusions represent the results of the study, as well as call for further inquiries into this area.

CHAPTER 1. DISCOURSE PRINCIPLES OF SPEECH MANIPULATION IN MODERN LINGUISTICS

1.1. Manipulation as an interdisciplinary object of linguistic studies

The development of a typology of psychological influence by different authors in modern psychological science is an urgent problem, as there is a need to systematize the criteria by which to differentiate the types of influence, to analyze the conditions that ensure the effectiveness of their application. Depending on what criteria are used (methods, means, goals, etc.), psychological influences can be differentiated into strong and weak, life-giving and destructive, intentional and accidental.

Nowadays, insufficient study of the problem of manipulative influences and the polarity of the positions of scientists on the assessment of manipulation is reflected in the lack of consensus in defining the term “manipulation”.

The term “*manipulation*” comes from the Latin term “*manipulus*”, which has two meanings “handful”, “to fill the handful” and “small group”. In the first sense, this term is used as a reference to objects with special intentions and purposes, as a manual control. The meaning of the term “manipulation as a small group” in ancient times referred to a detachment of soldiers – a “manipula” who unquestioningly obeys all orders of commanders (Лукашевич, 2017, p. 114).

The term “manipulation” is used in many meanings. The Oxford Dictionary (2021) defines manipulation as:

- 1) (disapproving) to control or influence someone or something, often in a dishonest way so that they do not realize it manipulate somebody / something;
- 2) manipulate somebody into something / into doing something;
- 3) manipulate something to control or use something in a skillful way to manipulate the gears and levers of a machine;

4) manipulate something (technology) to move a person's bones or joints into the correct position.

Thus, it is an act of influencing people or managing them or things, especially with a derogatory connotation, such as covert management or processing.

The psychological dictionary of B. Meshchryakov and V. Zinchenko reveals the origin of the term "manipulation" (Мещряков & Зінченко, 2009, p. 245):

1. Manual operation, manual action, demonstration of focus based on dexterity of hands.

2. Fraud, deception.

3. Communicative influence, which leads to the actualization of the object of influence of certain motivational states (and at the same time, feelings, attitudes, stereotypes) that motivate the person to certain behavior, which is desired (beneficial) for the subject of influence, while it is not assumed that it must necessarily be unfavorable for the subject of influence.

Manipulation is a very common phenomenon: almost anyone, to a certain degree, is a "manipulator", as constantly manipulating others and, at the same time, securely involved in the net of manipulations of other people. Thus, the scientists state, that manipulation is:

1) intentional and covert motivation of another person to experience certain states, making decisions and performing actions necessary for the initiator to achieve their own goals (O. Sidorenko) (Сидоренко, 1997, p. 49);

2) form of spiritual influence, hidden domination, management of people, carried out by non-violent means (S. Bessonov) (Бессонов, 2004, p. 110);

3) a type of psychological influence, the masterful execution of which leads to a hidden motivation of another person's intentions that do not coincide with his actual desires (O. Dotsenko) (Доценко, 1997, p. 59);

4) hidden coercion, programming of thoughts, intentions, feelings, attitudes, attitudes, behavior (G. Schiller).

The philosophical understanding of the problem of manipulating the consciousness of the individual began by ancient philosophers. Thus, according to Plato, manipulation is a unique phenomenon that allows to conquer the will, to inspire a person a certain way of thinking, to direct a person to take concrete action.

According to E. Shostrom, manipulativeness is an attribute of interpersonal relations, which are formed under the influence of market mechanisms of modern society, i.e. force people to be indifferent to each other. Among the reasons for manipulation, the author calls the inability of people to fully understand and respect other people (Шостром, 2008, p. 54).

The science of speech manipulation is the science that studies the impact on a person through verbal and non-verbal means of speech to achieve the goals set by the speaker (Стернин, 2001, p. 27). Manipulation is closely related to the concept of influence. Influence is an ambiguous and diverse concept, and can be realized in different spheres of life, but if we are talking about the influence in the process of interaction of social actors, then such influence is called psychological.

O. V. Sydorenko (Сидоренко, 1997, p. 130) identifies the types of psychological influence that differ in their means (*see* Table 1.1):

Table 1.1

Types of influence according to O. V. Sydorenko (Сидоренко, 1997, p. 130)

Type of impact	Impact content	Means of influence
Persuasion	conscious reasoned influence on another person or group of people in order to change their judgments or decisions	presentation clear and understandable arguments to the addressee, acknowledgment the strengths and weaknesses of the decision
Suggestion	conscious undocumented influence on a person in order to change his condition, attitude to something,	personal magnetism, authority, confidence of behavior, use of circumstances

Infection	arbitrary and involuntary transfer of one's condition or attitude to another person	the high energy of one's own behavior, artistry, use of intrigue to involve a partner in actions, face-to-face, physical contact
Motivation to imitate	the ability to evoke the desire to be like someone else	public awareness of the influencer, demonstration of patterns of high moral behavior
Formation of benevolence	creates a positive attitude towards the addressee	manifestation of one's own uniqueness and attractiveness, provision of services to the target of influence
Request	appeal to the addressee with a call to satisfy the desire of the initiator of influence	polite and clear formulation, recognition of the addressee's right to refuse the service
Destructive Criticism	insulting statements about a person's personality, ridicule of his actions	humiliation of the individual, making fun of the fact that a person is unable to change, critical remarks about a person who is in a depressed mood
Ignoring	deliberate inattention to the communication partner	ignoring statements and actions
Manipulation	motivation of the target to experience certain states, change attitudes to something and perform actions necessary to achieve the goals of the initiator of influence, hidden from the addressee	thoughts, feelings, decisions of the initiator of influence begin to "belong" to the target of influence for which he / she admits the responsibility
Compulsion	requirement to follow the initiator's instructions, supported by threats (overt or covert)	strictly defined deadlines or methods of work performance, imposition of "fences" that cannot be challenged, intimidation by consequences, the threat of punishment

One of the criteria for types of influence is the dependence on the purpose of its implementation. Overt psychological influence is influence whose goals are communicated in advance, not hidden. Covert psychological interaction is a mutual

influence, the goals of which are not announced or disguised as the goals of the open interaction and the addressee makes a decision (or performs an action) planned by the initiator of the influence.

Manipulation is a type of influence in which the skill of the manipulator is used for the hidden introduction into the psyche of the addressee of goals, desires, intentions, relationships or attitudes that do not coincide with those that the addressee has at the moment (Братченко, 2001, p. 165–167). Manipulation is a skillful inducement of another to achieve the goal indirectly embedded by the manipulator (Братченко, 2001, p. 165–167). In a figurative sense, manipulation is defined as the act of influencing or controlling people or things with dexterity, especially with a dismissive connotation, as covert control or processing.

Today, manipulation is used in the context of interpersonal relationships and in the field of mass consciousness management. М. Babyuk (Бабюк, 2004, p. 34) notes that manipulation in the field of social relations comes into contact with such phenomena of human life as social governance, cooperation, rivalry, etc.

Such authors as О. Yokoyama, V. Znakov, V. Sagatovsky emphasize the attitude of the manipulator to others as a tool, means, his / her actions according to his / her own interests disregard for the true interests of people who are under the manipulative influence (Черник, 2002 p. 6–7). For W. H. Riker manipulation is a special structuring of the world that allows its leader to win (Riker, 1986, p. 39). О. Sydorenko defines manipulation as the intentional and covert motivation of another person to experience certain states, make decisions and / or perform actions necessary for the initiator to achieve his / her own goals (Сидоренко, 1997, p. 49).

О. Samborska, comparing the characteristics of manipulation and other types of influence, identifies the following features of manipulation:

- manipulative influence is not perceived by the recipient (consequently, manipulation differs from such types of influence as persuasion and sanctioning, but is close to suggestion);

- low ability of the recipient to critically analyze information (as opposed to persuasion and authorization, commonality with infection and suggestion);
- limited freedom in decision-making (limited social autonomy) – this feature is common to all types of psychological influence, except persuasion;
- recognition of the content of influence as morally acceptable (characteristic only for manipulation);
- the impossibility of expressing one’s own point of view on the part of a person who is under influence;
- initial discrepancy between the recipient’s point of view and the communicator’s position (inherent in all types of influence) (Самборська, 1997, p. 35).

Thus, manipulative influence differs from other types of influence in terms of morality, awareness, critical thinking, and social autonomy, but the sign of morality is quite controversial. After all, many scientists emphasize the possible positive features of manipulation. In the works of E. Dotsenko (Доценко, 1997), O. Sidorenko (Сидоренко, 1997), J. Rudinov (Rudinow, 1978), K. Fopel (Фопель, 2004), E. Shostrom (Shostrom, 1967), Ya. V. Gnezdilova (Гнезділова, 2018) the possible positive role of manipulation is described. In particular, according to K. Fopel, it is about the variety of opportunities for influence through which people pursue just goals (Фопель, 2004, p. 83).

Depending on the nature of the speaker-listener interaction, the manipulation can be direct (i.e. the subject (speaker) openly declares its demands to the object (listener) of manipulation) or indirect (i.e. directed to the environment, not the object). According to the speech act, manipulation can be intentional or unintentional. In the case of intentional linguistic manipulation, the subject is directed to a specific result by the object of manipulation. Unintentional language manipulation is involuntary because the subject is not aimed at achieving results from the listener.

According to the type of speech act, manipulation can be:

- social (socially uninformative speech acts with clichés in the form of greetings, oaths, prayers);
- volitional (speech acts, which are accompanied by the will of the speaker in the form of orders, requests, refusals, advice, etc.);
- information-evaluation (speech acts that establish public morality, legal interpersonal emotional relations in the form of condemnation, praise, accusations, insults, threats).

According to the reaction of the addressee, the following types of linguistic manipulation are distinguished:

- 1) evaluative (change of speaker-listener attitude);
- 2) emotional (formation of the general emotional mood);
- 3) rational (reconstruction of the categorical structure of personality consciousness, introduction of new categories).

Depending on the purposefulness of communicative actions of the speaker as a subject of influence in order to achieve certain changes in the behavior or thoughts of listeners as objects of influence, there are three types of speech manipulation:

- 1) rationally informative;
- 2) moral and volitional;
- 3) moral and emotional.

Each type of linguistic manipulation can help regulate the activity of the interlocutor and change his behavior (Доценко, 1997, p. 45). Linguistic manipulation is based on mechanisms that force the listener to perceive verbal messages uncritically and contribute to the creation of illusions and misconceptions that affect the emotions of the addressee and force him / her to perform actions beneficial to the speaker.

In a manipulative speech act, the key point for the addressee is to hide the actual intentions, motives, goals, to make sure that the recipient does not even guess about them. It is then that we can talk about manipulation (Сидоренко, 1997, p. 198). The purpose of any word is to influence the interlocutor. The task of speech influence

is to use speech to change the behavior or opinion of the interlocutor in the direction required by the speaker. This task, according to I. A. Sternin, can be performed using a number of ways to influence communication: proof, persuasion, whining, suggestion, request, order, coercion (Стернин, 2001).

Speech influence as a phenomenon is an interconnection of cultural, social, linguistic and psychological components, and the essence of this phenomenon is to overcome the protective barrier of the addressee in the process of speech interaction in oral or written form, carried out using specially selected linguistic, paralinguistic and extralinguistic means. The purpose of linguistic manipulation is the restructuring of certain elements of the addressee's worldview, modification of his / her hierarchy of values, formation of motives for extralinguistic activity, as well as changes in behavior and emotional background.

1.2. Manipulation in pedagogical discourse

In the system of pedagogical knowledge, the phenomenon of manipulation as a type of human behavior is studied mainly within the framework of psychological science. Manipulation is a kind of hidden speech influence aimed at achieving the subject's own goals, which do not coincide with the intentions or contradict the desires and interests of the object of influence, while the object's unconscious control over its consciousness is carried out with the help of a distorted, biased presentation of information recorded in text (Бессонов, 1971, p. 304–306). However, in pedagogical discourse (in the upbringing and education of children), in most cases, we are talking about hidden management, and not about manipulation.

Communication within the educational process belongs to the sphere of institutional discourse, which is a specialized clichéd type of communication between people who may not know each other, but must communicate in accordance with the norms of this society. The norms of institutional discourse reflect the ethnic

values of society as a whole and the values of a certain social group that forms an institution. The overall goal of institutional communication is to support public institutions, and if we look more broadly at its purpose, we can talk about its role in ensuring the stability of the social structure as a whole. The conditions of this communication fix the context in the form of typical chronotopes, symbolic and ritual actions, stencil genres and language clichés (Протопопова, 2018).

Pedagogical discourse is one of the varieties of institutional discourse. Within the school or university, the participants of pedagogical discourse are the teacher and the student. The teacher has the right to transfer knowledge and norms of social behavior to the students and evaluate their success (Гудина, 2014).

The chronotope of pedagogical discourse is clearly defined: this is the time determined by the educational process (the school lesson), and the place where the corresponding process takes place (classroom).

The purpose of pedagogical discourse is to socialize a new member of society (explaining the world order, norms and rules of behavior, organizing the activities of a new member of society taking into account his / her involvement in the values and behaviors expected from the student, checking the understanding and assimilation of information, evaluating the results) (Протопопова, 2018).

The values of pedagogical discourse are explained by its system-forming purpose and can be expressed by axiological protocol statements. The values of pedagogical discourse correspond to the values of socialization as a social phenomenon and an institution organized by society (Шейнов, 2002, p. 32).

Manipulation in pedagogical communication is an indispensable part of school communication. The class is far from homogeneous in composition, as there are children with very different abilities and characters in the class. But it is necessary for a teacher to work with every student, so a subtle psychological game begins, in which the teacher often have to use various means of manipulation. Of course, the most common method is motivating and encouraging, for example: *“Whoever answers this question will get an A!”* or: *“Whoever does not complete this*

task, I will give two points!". The evaluation system itself presupposes this kind of manipulation. The teacher can choose options within the system, using points, marks, pictures, stickers, rating system, etc. (Протопопова, 2018).

Manipulation is a two-way process. Students, as observation shows, are themselves skillful manipulators. They respond to the actions and words of the teacher, often seeking to influence the teacher. This is an important part of growing up and is especially important for adolescents who experience the boundaries of the social environment. First of all, teenagers manifest themselves at school, trying to understand the boundaries of rules and norms of behavior. In this regard, adolescents may seek to violate classroom discipline, fail to do homework, or ignore the teacher's actions and orders. All this creates difficulties in communication between teachers and students. To overcome them, the teacher must be a skilled communicator and be able to effectively use manipulative strategies for pedagogical purposes.

Verbal and nonverbal manipulations take place in pedagogical communication. These types of manipulation are based on the transfer of information. In verbal manipulation, the manipulator's speech serves as a means of influencing the interlocutor, i.e. all words and sounds uttered by him / her during communication, for example: *"Are you following me?" (Do you understand what I'm saying?) / "Speak to the point!" / "It doesn't make sense" / "Where were we?" / "This is not the point" / "Are you still reading this book?" / "I like it that you always think before speaking!" / "I'm surprised at your behavior!" (You're acting weird!) / "I'm surprised at what you said!" / "It isn't an excuse?" / "Don't speak in chorus. One at a time, please!" / "I hate it when people interrupt me!" / "Stop being silent already", etc.*

Non-verbal manipulation is carried out with the help of non-verbal signs, i.e. poses, gestures, glances, facial expressions, etc. For example, a teacher ignores a student, does not talk and does not answer the questions, thereby manipulating him / her. Nonverbal manipulation is manifested both by the agent and by the participants

of the discourse (for example, when a student suddenly begins to cry or falls into a panic). Properly constructed verbal and nonverbal impact ensures the effectiveness of communication (Гудина, 2014).

There are a number of tactics and tricks used in pedagogical discourse (Протопопова, 2018):

1. Trap questions. These questions are divided into three groups:

- alternative: this group includes such questions, with the power of which the opponent narrows your choice as much as possible, leaving only one option, according to the “either – or” principle. These skillfully formulated questions have an impressive impact and replace all statements and statements relatively well (“*Will you disappear from this audience on you own, or will I help you do it?*”);

- extortion: with these questions, the opponent tries to get a kind of double advantage. On the one hand, he / she tries to convince you to agree with him / her, and on the other hand, he / she leaves only one opportunity – to passively defend yourself (“*I have to call your parents to school! Will you tell them what I said, or should I call them anyway?*”);

- counter-questions: this type of questions is most often used in a situation where the opponent cannot oppose anything to your arguments or does not want to answer a specific question. He / she is looking for any loophole to reduce the weight of your evidence and evade the answer (“*Absolute nonsense! Well, okay, tell us what you think! Maybe I’m wrong?*”).

2. High-speed discussion. When communicating, a rapid pace of speech may be used, and the opponent who perceives the arguments is not able to “process” them. In this case, the rapidly changing stream of thoughts simply confuses the interlocutor and introduces him / her into a state of discomfort: *Why aren’t you listening? And what do you think about this proposal? Is it right or wrong? In my opinion, you can’t even repeat the task!*”.

3. Mind reading on suspicion. The meaning of the trick is to use the option of “mind reading” to divert all possible suspicions from yourself: *“I’m not trying to persuade you. But YOU’re still wrong!”*.

4. Repetition (*“I’m talking to you, did you hear me? Wouldn’t it be better for you to ask the teacher to explain it again, Mary?”*).

5. Demonstration of resentment (for example, the teacher stops talking to the student, ignores him / her).

6. Flattering turns of speech. The peculiarity of this trick is to sprinkle flattery on the opponent, hint to him / her how much he can win or, on the contrary, lose if he / she persists in the disagreement. An example of a flattering turn of speech is the statement *“You’re smart, so you’ll definitely notice that ...»*.

7. Reducing an argument to a private opinion. The purpose of this trick is to accuse the opponent that the arguments he / she gives to defend his / her thesis or to refute your statement are nothing more than just a personal opinion, which, like the opinion of any other person, may be erroneous.

8. “Avoiding” unwanted discussion. You can get away from a discussion by resorting to a magnificent speech with bright epithets and colorful interjections. Another way to get away from unwanted judgments is a joke, for example: *“I’m generally not surprised”*; *“I’m sorry, but I need to get out”*.

Thus, manipulative tactics and techniques in pedagogical discourse are used to involve students in educational work, which is completely insignificant and irrelevant to them. In this case, everything depends on the goal pursued by the teacher, and on the specific situation. If this goal is justified in relation to students, then such an element of pedagogical technique as manipulation, of course, has the right to exist.

1.3. Participants in the English pedagogical discourse

Manipulative strategies have a content that includes, *inter alia*, communication participants. There is an adjacency pair “manipulator – subject of manipulation” in English-language manipulative pedagogical discourse. In the case of pedagogical discourse, the teacher acts as a manipulator, since he / she influences the student. The student is the subject of manipulation, but not a victim of it, since the teacher has no goal of harming the student, but carries out an educational influence.

Manipulation is based on the desire to influence the communicant in order to achieve one-sided gain. The goal of pedagogical discourse is the socialization of a new member of society, i.e. explaining the structure of the world, norms and rules of behaviour, organizing the activities of a new member of society in terms of his / her introduction to the values and types of behaviour expected from the student, checking the understanding and assimilation of information, evaluating the results (Черник, 2002, p. 11).

Thus, all speech actions of the teacher in the lesson are conditioned by the specific purpose of communication at this stage of the lesson. Such goals can be establishing contact, attracting attention, enhancing the mental activity of students, motivation to work. The teacher also teaches students to follow certain positive models of behaviour, carries out an educational impact on the class.

Accordingly, manipulation within the framework of pedagogical discourse has its own characteristics. First of all, the teacher does not receive his / her own benefit from pedagogical manipulation, but it is part of his / her work. Since the goals of manipulative communication in pedagogical discourse are positive and aimed at helping the subject of manipulation (student), the teacher does not use aggressive manipulative strategies.

Ya. V. Gnezdilova distinguishes aggressive and soft manipulative influence. Soft manipulation evokes the interlocutor’s affection and trust (Гнезділова, 2016, p. 25). Thus, in pedagogical manipulative discourse, the teacher as a manipulator

uses soft strategies of manipulation, while pursuing a positive and useful for the subject of manipulation goal.

In the considered communicative situations of pedagogical discourse, the manipulator is always the teacher, because in pedagogical discourse the teacher is institutionally higher in status than the student / students, i.e. he / she has power and can implement manipulative strategies from the position of power.

In pedagogical discourse, the addressee can be either single or multiple. In the first case, the addressee is represented by an individual person (for example, a conversation between a teacher and an individual student), in the second case the recipient of information is a group of people united by certain criteria (for example, a class).

In pedagogical discourse, the addressee is often multiple. An example of a multiple addressee can be seen in Episode 3 (Appendix 1), where a teacher addresses a group of students:

T: *“This is a safe place. I want **you all** to feel that you can come here and talk about issues and troubles you’re having here at school”* (Teachers Official Series Trailer, 2015).

The verbal marker of the multiple addressee here is *you all*. However, this communicative situation acquires the focus of the manipulator (teacher) on a single addressee, when the student asks a clarifying question:

S 1: *“Like making fun of my haircut?”*

T: *“If that’s the worst thing that happened to you, you’re dead when you get into the real world”* (Episode 3; Teachers Official Series Trailer, 2015).

Pedagogical discourse can be both in the form of a dialogue (a conversation between a teacher and a student), and a monologue (a teacher’s speech addressed to students, but which does not require a response).

According to V. I. Karasyk, pedagogical speech strategy is reduced to communicative intentions, which concretize the main goal of discourse (human socialization). By implementing the strategies of pedagogical discourse in speech

behaviour, the teacher initiates, organizes, coordinates and controls speech interaction. In the process of communication, the teacher informs, interprets, supports and evaluates the actions and deeds of pupils, that is, manages not only educational and cognitive activities, but also provides emotional, psychological and moral “coordinates” of communication (Карасик, 2002, p. 45).

In pedagogical discourse, a manipulative strategy acquires a positive meaning, since it is based on the use of any material through its transformation, stimulating interest in the learning process, increasing the effectiveness of the learning activity of the student-recipient, regulating interpersonal relationships, improving personal qualities and correcting behaviour, as well as psychological assistance to the student (The Teaching Style of the Teacher, 2015).

For example, in Episode 5 (Appendix 1), a teacher provides psychological support to an angry student who disrupts classroom behaviour. The teacher uses psychological techniques to understand the emotions of the student, sympathizes with him, which calms the teenager:

T: *“I understand you’re angry. I used to be very angry too. Ok, I get it. You have no reason to be angry with me, because I am the one of the few people that’s here trying to give you an opportunity. Now, I am going to ask you, you just sit down, and do your best, and I’ll give you a piece of paper. How’s that?”* (Episode 5; Detachment, 2011).

In this example, we can observe the harmonizing effect of the teacher on the student in the process of manipulation – the goal of manipulation is a positive impact on the target of the manipulative strategy (student).

In Episode 6 (Appendix 1), the teacher talks to the student and explains her motivation for his actions and encourages her to be courageous and resilient in the face of the school bullying she is subjected to:

S: *“Why did you throw Marcus out of class but not Jerry?”*

T: *Well, I had to make an example out of somebody. You know, Marcus verbally assaulted you, and that's not allowed in my classroom. And what they say to me isn't material (...).*

S: *I wish I could be that strong.*

T: *It doesn't take strength, Meredith. You gotta... understand, and unfortunately most people lack self-awareness"* (Episode 6; Detachment, 2011).

Thus, the initiator of manipulative influence in pedagogical discourse is the teacher (as an institutionally more status and superior person). The target of manipulation is a multiple addressee (class), or a single one (individual student). Manipulative strategies of pedagogical discourse have a constructive, positive effect, which is due to the main goal of this type of discourse – socialization and personality development.

Accordingly, within the framework of pedagogical discourse, one cannot say that a student is a “victim” of manipulation, because, being a subject of manipulative communicative influence, the student does not suffer damage, and his / her trust is used for good purposes.

Linguistic manipulation is found in various aspects of pedagogical discourse, which means that it affects different levers of the personality: it can be addressed to the mind, pride and other personal characteristics and emotions. Manipulation in pedagogical discourse is represented in the way, that the goals guided by the manipulator bring more benefit to the manipulated person, and the manipulation itself will represent a hidden verbal impact on the addressee in order to induce him / her to carry out educational actions.

The teacher has many manipulative strategies and tactics for influencing the student. Let us consider the classification of manipulative strategies and tactics of pedagogical discourse, which constitutes the main content of the manipulative component of this discourse.

1.4. Strategic organization of manipulative pedagogical discourse

The use of certain manipulative tactics and techniques on the part of the teacher is based on the desire to increase interest in the subject or topic, as well as to increase academic performance in the subject and create motivation for working on the subject.

As a result of the analysis of scientific literature (Білик, 2013; Бхіндер, 2019; Ежова, 2006; Мельник, 2003], we identified the following strategies for manipulating students:

- 1) the strategy of attracting and retaining students' attention;
- 2) the strategy for motivation and increasing interest in the subject and the educational process in general;
- 3) the strategy of establishing the order in the classroom;
- 4) the strategy of “interpersonal conversation” and its varieties.

Let us also consider the content of these strategies, i.e. tactics inherent in each of the selected manipulative strategies (Table 1.2.):

Table 1.2.

Tactics of manipulative strategies of English pedagogical discourse

Manipulative strategy	Manipulative tactics
The strategy of attracting and retaining students' attention	1) manipulation of information with the addition of the unknown to the known; 2) personalization of educational material; 3) tactics of using visual and tactile attractors; 4) repetition tactics; 5) programming tactics (performatives, dividing questions).
The strategy for motivation and increasing interest in the subject and the	1) promotion tactics; 2) the tactics of doubting the correctness of the answer; 3) tactics of mistaking a wrong answer for a joke;

educational process in general	4) the tactics of transferring power to the student; 5) tactics of implementing the teacher's personality in the educational process.
The strategy of establishing the order in the classroom	1) reaccentuation tactics; 2) tactics of silence and distortion; 3) false compromise tactics; 4) request tactics; 5) false choice tactics; 6) instructional tactics.
The strategy of "interpersonal conversation" and its varieties	1) tactics of interpersonal conversation on a personal topic; 2) tactics of interpersonal conversation on the topic of the educational process; 3) behavioural correction tactics through educational conversation.

All of these strategies and tactics are consistent with the goal of pedagogical discourse, i.e. socialization of a new member of society. For example, the strategy of drawing attention to the specific material being studied and the strategy of establishing the educational order in the classroom are used in the situation of the educational moment in the lesson. Various language tools / techniques are used to implement manipulation strategies.

In this work, we are interested in the interaction of a teacher with a student. Today, the position of a teacher is equated to the position of a speaker – he / she must own the audience. The goal of the teacher is to deliver the highest quality teaching material while maintaining order in the classroom. The development of a student's knowledge is carried out using a whole arsenal of verbal and non-verbal means and a wide range of tactics and techniques that are aimed at implementing a manipulative strategy.

A teacher is a person who draws the student's attention to learning situations. The teacher's task is to increase interest not only in a specific topic, but also in the subject itself. In order to arouse interest, both verbal and non-verbal manipulation is

implemented (Мельник, 2013). Thus, a manipulative strategy is understood as the awakening of interest in a subject and a topic through the use of a set of tactics and transformation of the material.

Based on the implementation of interaction in the teacher-student dyad, the implementation of the “teacher-manipulator” strategy, as well as the implementation of the position in the context of the “student-manipulator” becomes frequent. We will consider each manipulative strategy based on the following diagram (Fig. 1.1.):

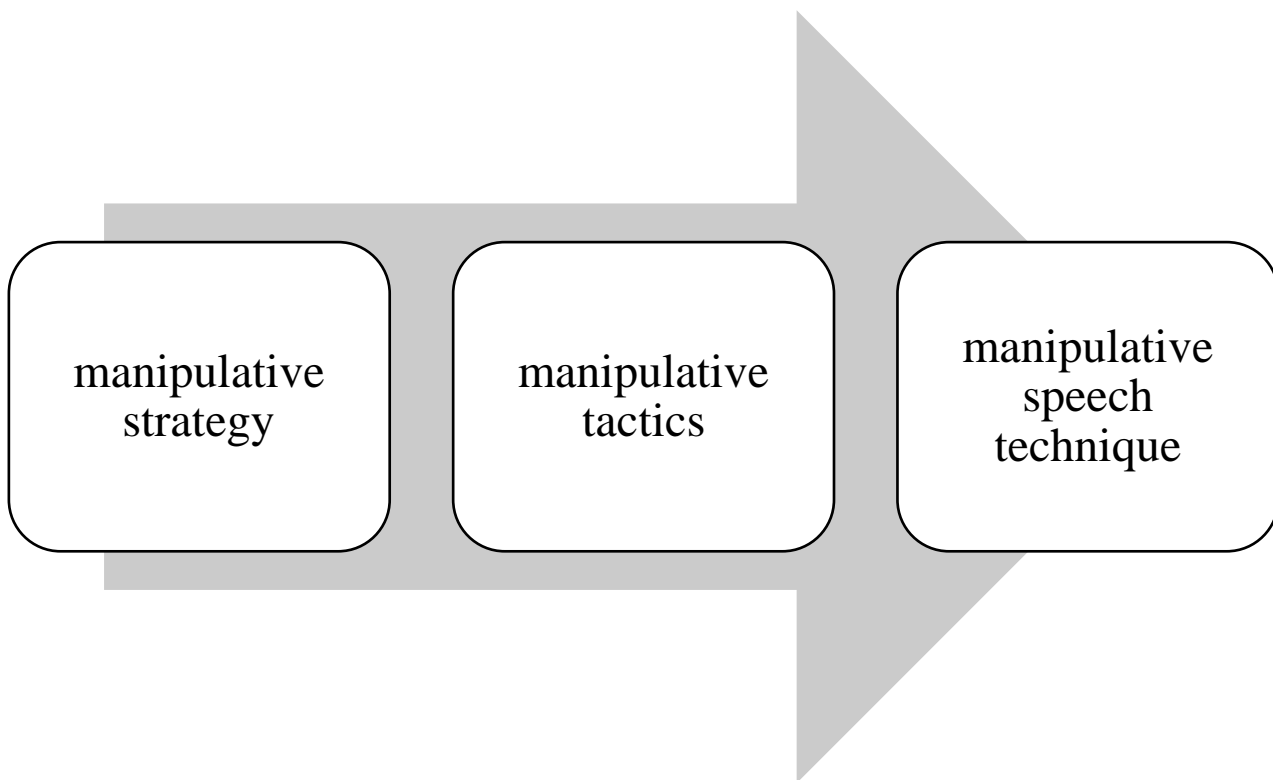


Fig. 1.1. The structure of manipulative influence in pedagogical discourse

It is important to note that the structure of manipulation in pedagogical discourse is not limited to the manipulative influence of the teacher, because students are also not passive participants in this discourse. Students often come into confrontation with the teacher, which is especially noticeable in the analysis of problematic pedagogical discourse, when the teacher works with children and adolescents who have behavioural deviations. In addition, the subject of any manipulation, even if it is positive one, is characterized by a desire to get out of

influence and neutralize the effect of manipulation. Ya. V. Gnezdilova (Гнезділова, 2016) also points out that if the communication partner managed to decipher manipulative intentions of the interlocutor, his / her desire to counteract the manipulator becomes obvious. The researcher calls such actions of the subject of manipulation as “demanipulation”.

Studying the peculiarities of the implementation of manipulative communication in English pedagogical discourse, we should pay attention to the actions of students in a situation of manipulation and consider all possible reactions of communication participants in the implementation of strategies and tactics of manipulation.

1.5. Manipulative and demanipulative strategies and tactics in English pedagogical discourse

The power and effectiveness of the manipulative effect depends on the certain advantages of the manipulator over the addressee, as it is noted by E. L. Dotsenko (Доценко, 1997, p. 137–138). Such advantages may include the following:

- a) the manipulator has his / her own set of status (role position, age) or business (qualifications, arguments, abilities, knowledge) advantages;
- b) the manipulator can use the power of third parties, the argument of appeal to the authority: attracting representative support or conventional preferences (traditions, morals, etc.);
- c) the manipulator can take advantage of the actual process of interaction with the partner, which includes dynamic forces (pace, pauses, initiative), positional advantages (exploitation of the emotional tone of past or current relationships);
- d) the manipulator receives advantages in communication, based on the weaknesses of the partner or his / her mental characteristics: sensitivity to praise, irritability, silence, etc.

At the same time, the subject of manipulation is also not passive, but in some way responds to the manipulative actions of the interlocutor. As a rule, demanipulation occurs in the interpersonal communication between teacher and student in pedagogical discourse.

Demanipulation includes two stages: detection of manipulation and taking countermeasures, such as (Субботенко, 2014, p. 14–16):

- symmetrical response, when answered essentially within the information field specified by the manipulator;
- asymmetric response, when the manipulation is carried out in response and the subject of manipulation “imposes its own game”;
- evasion, aimed at gaining time needed for reflection, collection of additional information;
- protection, simply pointing to manipulation;
- ignoring.

In general, demanipulation is also manipulation, even if it is a retaliatory or defensive response, as the choice of countermeasures may affect the future relationship between the manipulator and subject of manipulation (who guessed the intentions of the manipulator); they can be somewhat aggravated, or they can be completely interrupted, especially in the case of humiliation of the manipulator in front of those present.

In pedagogical discourse, demanipulation is often encountered, since students are often adolescents who tend to enter into an argument with a teacher and strive to prove their case, trying not to succumb to the teacher’s manipulations.

For example, in Episode 4 (Appendix 1), a student behaves rudely and tries to humiliate a new teacher in front of the class. In fact, the student here is the main manipulator at the beginning of the communicative situation, and uses demanipulation to neutralize the teacher’s attempts to resist behavioural disorders in the classroom. In Episode 5 (Appendix 1), another student also uses a manipulation technique without succumbing to the teacher’s demands. In these cases, students’

response is asymmetric – they play “their own game”, trying to drive the teacher crazy and provoke him to some action.

Such behaviour of students is a challenge for the teacher, who must respond appropriately to student tactics of demonization and achieve the main goal of their activities – to establish the educational process, to maintain order in the classroom.

Instead, in Episode 8 (Appendix 1), the student resists the teacher’s manipulation, using a symmetrical response – she defends her right to wear to school the clothes she wants:

S: *“Look, Mr. Seaboldt, I’m just being me. I don’t tell you how to dress, so you don’t tell me”* (Episode 8; Detachment, 2011).

The symmetrical response of the student indicates his / her willingness to engage in dialogue, but unwillingness to submit to the influence of the teacher. The task of the teacher in the situation of students’ use of demanipulation is to bring the manipulative influence to a successful completion, and therefore – to neutralize the student’s demanipulative tactics.

Based on the structure and content of manipulative pedagogical discourse, we will consider the features of the implementation of various strategies and tactics of manipulation / demanipulation in English pedagogical discourse based on English-language films that demonstrate the communicative behaviour of teachers and students.

Conclusions to Chapter 1

Considering the results of the mentioned studies, pedagogical discourse is an example of a teacher’s pragmatic speech behaviour, which is carried out in the field of education and has a number of unchanging and variable features: socio-cultural norms, social roles and relationships, interactivity, etc.

The speech interaction of the participants in pedagogical communication arises at the initiative of the teacher in strict accordance with the lesson plan developed in advance and is presented as a secondary link. The teacher is most focused on organizing his / her pedagogical and educational activities in the classroom, as well as on mastering various techniques in order to involve students in the prepared lesson scenario. At the same time, the learners are the targets of pedagogical influences.

Pedagogical discourse is considered as the specifics of the teacher's speech behaviour in the classroom; a set of texts that are significant in the educational sphere; text as a unit of learning; a special type of communication based on templates and clichés, depending on the social functions and roles of the subjects of communication. These concepts characterize only one side of the pedagogical situation – the speech activity of the author of the textbook or teacher; and the concept of “educational” is usually associated with the activities of students.

The model of manipulative communication in pedagogical discourse includes participants of manipulation, manipulative strategies and tactics, as well as demanipulation as a variant of response to manipulative influence. Participants in the manipulation include the adjacency pair “manipulator – subject of manipulation”. In English pedagogical discourse, both the student and the teacher can act as a manipulator. The most common manipulator is the teacher, because he / she has a higher status and more power within the pedagogical discourse. Thus, the addressee of manipulation can be both the whole class (multiple addressee), and one pupil (single addressee).

The content of manipulative influence within the pedagogical discourse includes the following main manipulative strategies: the strategy of attracting and retaining students' attention; the strategy for motivation and increasing interest in the subject and the educational process in general; the strategy of establishing the order in the classroom; the strategy of “interpersonal conversation” and its varieties. Each of these strategies has its own set of tactics that help the teacher to achieve the

main goal of manipulation and pedagogical discourse in general – socialization, education and development of the student's personality. The subject of manipulation can counteract it, using a variety of demanipulation tactics: symmetrical response; asymmetrical response; evasion, aimed at gaining time; protection, pointing to manipulation; ignoring.

CHAPTER 2. MANIPULATIVE STRATEGIES AND TACTICS IN ENGLISH PEDAGOGICAL DISCOURSE

2.1. The peculiarities of the implementation of strategies and tactics of manipulation in English pedagogical discourse

2.1.1. Manipulative strategies and tactics of attracting and retaining students' attention

Let us consider the features of the implementation of different strategies and tactics of manipulation in pedagogical discourse. The manipulative strategies and tactics of attracting and retaining students' attention are used in the learning process and their main purpose is to involve students in the learning process.

This strategy is implemented in pedagogical discourse through a specific set of tactics. *The tactic of manipulating information with the addition of the unknown to the known* is used to raise a topic or problem, which will be discussed later in the lesson. For example, in Episode 9 (Appendix 1), the teacher moves from the words known to the students to the discussion of a phrase whose meaning is not entirely clear to the students:

T: ["Assimilate"] *What does that mean?*

S 1: *To take something in.*

T: *Ok. Excellent. To absorb.* ["Ubiquitous"] *Anyone?*

S 1: *Everywhere, all the time.*

T: *So, what is... "ubiquitous assimilation"?*

S 2: *Always absorbing everything everywhere all the time.*

T: *Well done, George. How are you to imagine anything, if the images are always provided for you? Who here had read "1984" last year? Good.* ["Doublethink"] *Anyone? Meredith.*

S 3: *Having two opposing beliefs at once. Believing that both are true.*

T: *Excellent* (Episode 9; Detachment, 2011).

Such a tactic is effective, because it draws the attention of students to something unusual and unfamiliar, helps them discover new connections between the phenomena of the world around them. This tactic also increases interest in the material taught. The topics that have already been learned and on the basis of which the development of the student's knowledge is built are taken as the known ones.

The tactic of personalizing educational material is to develop a topic based on its expansion in the context of adding additional information. After the disclosure of the topic, this tactic involves a large number of questions from students, reinforcing information on the topic.

A striking example of the use of this strategy is an episode from the movie “Dead Poets Society”, in which a literature teacher conducts an unusual lesson in the university hall of fame, drawing the attention of students to photographs of the student who studied here many years ago. The teacher reads lines of poetry and addresses the students, saying that life is fleeting and it is very important to seize the moment and live to the fullest (Episode 12, Appendix 1).

Similarly, in the movie “Detachment”, the teacher asks students to write an essay in which they should describe what their loved ones and friends might say at their funeral:

T: *Everyone pull out the sheet of paper. I'd like to assess what your individual writing skills are. Okay, here's the situation. You're dead. Alright, write a brief but detailed essay about what a friend or a parent might say about you during your funeral. Ok? Have 30 minutes* (Episode 5; Detachment, 2011).

Such tasks are unusual and the teacher uses the effect of surprise in order to attract the attention of students and intrigue them. This increases the motivation of students to learn, because the vivid emotions that students experience in the process of such manipulative tactics are remembered for a long time and this stimulates them to learn. Material personalization tactics help to adapt the material for most learners.

The manipulative strategy of attracting and retaining students' attention also include *the tactic of using visual and tactile attractors*. Visibility is one of the principles of pedagogy. Teachers often use this technique for educational purposes. For example, in the already mentioned Episode 12 of the movie "Dead Poets Society," the teacher uses photographs as a means of increasing the interest and attention of the students. This is a visual stimulation. That means, that in this episode the teacher uses two tactics at once to attract and retain the attention of students – personalization of educational material and visualization.

In another episode (Episode 15, Appendix 1) of the same film, the teacher uses the same tactics, but through tactile stimulation – he invites the students to play sports, run and exercise, while reading poetry. This not only breaks the template of traditional teaching of literature, which undoubtedly attracts the attention and interest of students, but also demonstrates the meaning of the unity of the physical and spiritual components of the human person.

The student's attention can also be attracted by the teacher through the use of *programming tactics* (performatives, dividing questions). The teacher can use performative speech acts, which undoubtedly attracts the attention of students, because they are required to perform some kind of action. For example, in Episodes 13 and 14 (Appendix 1) the teacher uses the performative as a means of stimulating students to learn, for example:

T: *Now, I want you to rip out that page. Go on. Rip out the entire page. You heard me. Rip it out. Rip it out! Go on. Rip it out (Episode 13; Dead Poets Society, 1989).*

T: *I stand upon my desk to remind myself that we must constantly look at things in a different way. See, the world looks very different from up here. You don't believe me? Come see for yourselves. Come on. Just when you think you know something you have to look at it in another way. Even though it may seem silly or wrong, you must try (Episode 14; Dead Poets Society, 1989).*

In episode 13, *the tactic of speech repetition* is also implemented, because the teacher repeats the order several times, thereby concentrating the students' attention on this action.

In general, the strategy of attracting and retaining students' attention uses many tactics that are based on the individualization of learning, the principle of visibility. Such tactics encourage the teacher to successfully build the educational process, to interest and motivate students to learn. In English pedagogical discourse, teachers often use unusual, playful or personalized tactics to make the learning process more interesting. This intrigues students, and accordingly, by manipulating the emotions and attention of students, the teacher gets the opportunity to carry out the educational process.

2.1.2. Manipulative strategies and tactics of motivation in pedagogical discourse

The next group of manipulation tactics in pedagogical discourse are tactics that implement the strategy of motivating students. This strategy aims to maintain interest and love to the learning process and to develop an interest in learning. This strategy is implemented in pedagogical discourse through a certain set of tactics: promotion tactic; the tactic of doubting the correctness of the answer; tactics of mistaking a wrong answer for a joke; the tactics of transferring power to the student; tactics of implementing the teacher's personality in the educational process.

The promotion or encouragement tactic in pedagogical discourse aims to maintain love of learning through recognition of student achievement. One type of encouragement is direct praise, which is addressed to the recipient and is realized through direct appeal:

T: *Let me have a look. You just made your own... Wow. I don't care what they say, you're doing great. I had hard time with math too. It takes time.*

S: *Wow, that is damn cool* (Episode 10; Detachment, 2011).

In this example, the teacher praises the success of a student who lags behind in mathematics and motivates him to study the subject, despite some setbacks. Praise implemented in the phrase *you're doing great* is used.

Another type of encouragement is indirect praise, which focuses not on the recipient him/herself, but on the qualities of the task realization:

T: ["Assimilate"] *What does that mean?*

S 1: *To take something in.*

T: *Ok. Excellent* (Episode 9; Detachment, 2011).

In order to enhance the praise, amplification particles are used such as "so", "such", "very", "extremely", "simple", etc.

The tactic of doubting the correct answer is used when the student is mistaken (for example, when the student answers questions poorly), or there is a need to defuse the situation. Its purpose is to guide the student in such a way as to ensure the correct answer and that the student receives the necessary knowledge. This tactic is implemented through the use of introductory constructions: "Isn't it...", "Is it possible...", "Maybe...", "Are you sure...", etc.

The tactics of implementing the teacher's personality in the educational process is realized through quotations and comparisons, as well as through other manipulative techniques. A striking example is the teacher's self-presentation to the class in the film "Dead Poets Society", where the teacher jokingly describes his own education in the same school:

T: *"Oh Captain, my Captain". Who knows where that comes from? Anybody? Not a clue? It's from a poem by Walt Whitman about Mr. Abraham Lincoln. Now in this class you can call me either Mr. Keating or, if you're slightly more daring "Oh Captain, my Captain". Now let me dispel a few rumours so they don't fester into facts. Yes, I too attended Hell-ton and survived. And no, at that time I was not the mental giant you see before you. I was the intellectual equivalent of a 98-pound weakling. I would go to the beach, and people would kick copies of Byron in my face* (Episode 11; Dead Poets Society, 1989).

The teacher reveals his identity to the students, being ironic about his school years, thus arousing the students' affection. The teacher's personality plays an important role in pedagogical discourse, because manipulative strategies work best when students respect and love the teacher. From the standpoint of authority and interesting personality for students, the teacher can effectively influence them in a positive way, stimulating their development and interest in learning.

The specificity of the use of motivating tactics in the English pedagogical discourse is due to the high communicativeness of this culture, teaching by example and the focus on the result achieved by the student independently.

2.1.3. Strategies and tactics for establishing order in the classroom

One of the main tasks of the teacher in the implementation of his / her professional activities is to maintain order in the classroom. This is often a difficult task, which requires the application of communicative skills of the teacher, his / her psychological stability. The strategy of establishing an educational order in a classroom is implemented not only as the organization of an appropriate silence in the learning process, but also an appropriate climate in learning.

In English pedagogical discourse, the tactics of this strategy can be presented as follows: reaccentuation tactics; tactics of silence and distortion; false compromise tactics; request tactics; false choice tactics; instructional tactics.

The tactic of reaccentuation in pedagogical discourse is implemented on the basis of changing the topic in the lesson in order to increase the attention of students to the material. If students start to get distracted, then re-focusing will draw attention to the material:

T: *Everyone pull out the sheet of paper. I'd like to assess what your individual writing skills are.*

S: *What if we got no paper?*

T: *Okay, here's the situation. You're dead. Alright, write a brief but detailed essay about...*

S: *Hey, jackass! I asked you a question!*

T: *...about what a friend or a parent might say about you during your funeral. Ok? Have 30 minutes* (Episode 5; Detachment, 2011).

In this example, there is an unsuccessful use of the teacher's reaccentuation tactics – one of the students does not want to switch from a conflict situation to a work assignment and continues to violate classroom discipline. The teacher here also implements the tactic of ignoring, since he leaves the student's aggressive remarks unanswered several times.

The tactic of reaccentuation is implemented by changing the topic in the lesson in order to increase the attention of students to the material, as well as an additional task for a distracted student. In the following example, the teacher diverts students' attention to another topic, thus ensuring students' involvement in the learning process:

T: *This week we are devoting our attention to the psychology dismantling of my academic rival, Miles Leonard. Miles happens to be British. He also happens to be adopted. So, this week we will practice British accents. And whosoever is best will call him, posing as his biological birth mother and tell him some sort of devastating secret. Go.*

S: [British accent] *The bookstore at the mall has good espresso, milord.*

T: *Hey, not bad* (Episode 2; A. P. Bio (NBC) Trailer, 2018).

The tactic of false compromise is carried out by using the connector “or” in the alternative question. The manipulative teacher creates an opportunity for choice in the lesson. The student, in fact, realizes him/herself only in the context of the tasks that are prepared by the teacher. For example, the teacher sets the children up for work, giving them the right to choose: “*Are we now doing written assignments or are we going to read?*”.

Instructing tactics are implemented through incentive structures:

T: *See, the world looks very different from up here. You don't believe me? Come see for yourselves. Come on* (Episode 14; Dead Poets Society, 1989).

In this case, the teacher maintains order in the classroom even though he allows the students to get up from their seats and stand on the desk. Students complete the teacher's assignment and are completely absorbed in new experiences, seeking to look at familiar things from a new angle. The teacher's instructions are followed by the students without any objection, so the instructing tactics work effectively.

2.1.4. Strategies and tactics of "interpersonal conversation" and its varieties

Another manipulative strategy that plays an important role in pedagogical discourse and encourages the teacher to manipulate students and carry out the educational process is the strategy of "interpersonal conversation" and its varieties. Out-of-class communication is important for both the student and the teacher. Thanks to this interaction, students can become interested in the subject and topic, pay attention to the implementation of the assignment.

In English pedagogical discourse, the tactics of "interpersonal conversation" strategy and its varieties (educational impact on the student) can be represented as follows: tactics of interpersonal conversation on a personal topic; tactics of interpersonal conversation on the topic of the educational process; behavioural correction tactics through educational conversation.

When analyzing the linguistic material, we identified two types of tactics as part of the structure of this manipulative strategy: the tactics of interpersonal conversation on a personal topic and the tactics of interpersonal conversation on the topic of the educational process.

Tactics of interpersonal conversation on a personal topic are often associated with the discussion of interpersonal problems. The student can tell the teacher about problems that are troubling him / her in the family (for example, parental divorce), at school (for example, the abuse of classmates) or some social problem.

For example, in the film “Detachment”, a student Meredith turns to the teacher with a personal conversation, as she wants to find support in a situation of bullying at school and domestic violence. The first conversation between the teacher and the student is successful and the teacher supports her:

S: *Why did you throw Marcus out of class but not Jerry?*

T: *Well, I had to make an example out of somebody. You know, Marcus verbally assaulted you, and that’s not allowed in my classroom. And what they say to me isn’t material. What’s your name?*

S: *Meredith.*

T: *Nice to meet you, Meredith.*

S: *So, you really don’t care what the kids say to you?*

T: *Perhaps, I’ve gotten used to it.*

S: *I wish I could be that strong.*

T: *It doesn’t take strength, Meredith. You gotta... understand, and unfortunately most people lack self-awareness (Episode 6; Detachment, 2011).*

However, the second interpersonal conversation was unsuccessful, because the student broke the chain of command with the teacher and turned to him as a friend or close person, being in a difficult psychological state (Episode 16, Appendix 1). In this case, there is a difficulty in conducting interpersonal conversations with students, the need to take into account the difference in the status of a teacher and a student. The teacher follows professional regulations and must take them into account when talking to a student in person.

The tactics of interpersonal conversation on the topic of the educational process is implemented using motivational vocabulary in the form of words with a positive connotation. The implementation of this tactic is carried out on the basis of what happens in the course of educational activities.

Within the framework of this approach, behaviour correction tactics can also be implemented through educational conversation using interrogative questions and conditional sentences:

T: *Do you want to pass the exam? Then you need to do more and pay all the debts. You can't live a life for someone else, Neil. You can only live for yourself. Have you told your father what you just told me? Have you shown him your passion about acting?*

S: *Are you kidding? He'd kill me!*

T: *Then you're playing a part for him too, aren't you? A dangerously self-destructive one. Neil, I know this seems impossible but you have to go to your father and show him what you're feeling. You have to let him see who you are. It's your only chance (Episode 17; Dead Poets Society, 1989).*

In general, interpersonal conversation is a fairly effective means of influencing students, however, the teacher must have not only charisma and conversational skills, but also be a good psychologist. Interpersonal conversation is a responsibility on the part of the teacher, because his / her words can have a great impact on the student. Thus, this strategy also includes ethical issues.

2.2. Strategies and tactics of demanipulation in English pedagogical discourse

In addition to teacher's manipulation, it is needed to consider the tactics of demanipulation used by students in a situation of manipulative communication. Students use different tactics of demanipulation, so let us look at them in more detail on specific examples of English pedagogical discourse.

First of all, let us consider the examples of symmetric and asymmetric responses. *The asymmetric response* of the student involves his / her actions outside the subject of communication. The student speaks about something of his / her own, imposes his / her opinion and strategies on the teacher, thus breaking harmonious communication.

For example, in the next episode, the strategy of the teacher's interpersonal conversation with the student on a personal topic is implemented. At the same time, the student responds to the teacher not asymmetrically – she seeks personal attention from the teacher, while the teacher seeks to perform his duties and refer the student to a psychologist. His manipulations do not work, because the student does not pay attention to the words of the teacher, and her remarks are asymmetric responses to the words of the teacher:

T: *Do you wanna go see Dr. Parker?*

S: *Oh, come on, don't blow me off to the guidance counsellor.*

T: *I am not, I am not... What can I do?*

S: *It's like you said, we're... There's nothing left. Nothing but to realize how fucked up things are...*

T: *Listen to me, just listen. We're all the same. We all feel pain. We all have chaos in our lives.*

S: *Mr. Barthes, do you like me?*

T: *Of course I do. Meredith, please, don't.*

S: *Please, please... You said you like me, please... Don't push me away* (Episode 16; Detachment, 2011).

The student's asymmetric response to the teacher's manipulations puts the communicative situation at risk and can lead to the teacher being unable to implement strategies of influence and achieve the intended goals.

At the same time, *a symmetrical answer* is not difficult for the teacher, since such a demanipulation technique indicates the student's interest in communication. For example, in the following example, the student laughs off the teacher's question, but this is a symmetrical answer, because it is within the scope of the subject set by the teacher:

T: *Thank you, Mr. Pitts. "Gather ye rosebuds while ye may". The Latin term for that sentiment is "Carpe diem". Now, who knows what that means?*

S 2: *Carpe diem. That's "Seize the day".*

T: *Very good. “Seize the day”. “Gather ye rosebuds while ye may”. Why does the writer use these lines?*

S 3: *Because he’s in a hurry* (Episode 12; Dead Poets Society, 1989).

In this example, one of the students answers the teacher’s question correctly, but the other student is joking. This is de-manipulation, but does not disrupt communication in general.

Among the examples of pedagogical discourse and manipulative communication between a teacher and a student we have also considered, there is a demanipulation technique built on protection and an indication of the teacher’s manipulation, for example:

T: *All right, everybody, let’s go ahead and start to shut up now. My name’s Jack Griffin, and I don’t want to be here. I am an award-winning philosophy scholar, but here’s the deal. We’re gonna do any biology in here.*

S: *Are you seriously never gonna teach us biology at all?*

T: *Maybe, uh, Pablo Picasso can come in and teach Driver’s Ed?* (Episode 1; A. P. Bio (NBC) Trailer, 2018).

In this case, the student points to the manipulation of the teacher, asking him if he really is going to do exactly what he said, because it makes no sense. This technique can be attributed to the protection of the subject of manipulation. This method of manipulation does not involve the responsive manipulation, so it does not disrupt the communication process.

In general, among the examples we have considered, the most commonly used methods of manipulation are asymmetric or symmetrical student’s response. Accordingly, such strategies can lead to either a successful or unsuccessful outcome of the manipulation. Therefore, attention should also be paid to the success or failure of manipulation in pedagogical discourse, as well as to analyze the effectiveness of students’ demanipulative strategies and the teacher’s response to attempts at demanipulation.

Conclusions to Chapter 2

Thus, in the process of communicating with students in pedagogical discourse, the teacher can use a variety of strategies and tactics aimed at motivating students' learning activities, attracting and maintaining their attention during the lesson, as well as strategies for establishing order in the classroom. One of the strategies is an individual conversation with the student, including a conversation on personal topics, but this strategy requires psychological training of the teacher, and also has an ethical side, according to which it is important for the teacher not to break subordination with students.

During the manipulation students use an asymmetric or symmetric response to the teacher's manipulative strategies and tactics. In addition, the student may refuse to manipulate in response and take a defensive stance, seeking to expose and neutralize the teacher's manipulative techniques.

In general, both successful and unsuccessful examples of manipulation in pedagogical discourse were identified during the analysis. Therefore, it is advisable to pay attention to this aspect of manipulative communication in the learning process.

CHAPTER 3. MANIPULATIVE STRATEGIES AND TACTICS IN ENGLISH PEDAGOGICAL DISCOURSE

3.1. Successful / unsuccessful manipulation in English pedagogical discourse

Assessment of manipulative communication also includes the success / failure of manipulation depending on the achievement of the goal by the manipulator. The result of successful manipulation can be a change or the emergence in a person of a certain attitude, feeling, or the commission of actions that do not directly follow from the norms and principles of activity that he / she accepts, and the object of suggestion does not notice either the fact of suggestion or the changes.

Successful manipulation is a manipulation that has achieved the goal set by the addressee. When we talk about successful manipulation, we take into account only the subject of speech – the addressee. In this case, the addressee is not taken into account, he / she simply reacts to what the speaker told him / her, considering the addressee not as an equal partner, but as an object of manipulative strategies.

Pedagogical discourse has its own context of manipulative communication, and therefore the success of manipulation in this discourse largely depends on its purpose. Thus, the manipulative strategies of the teacher can be considered successful if he / she managed to reach contact with students, establish communication, interest students in educational material.

Among the examples of teacher's manipulative behaviour, we have considered, successful are the strategies presented in the film "Dead Poets Society". The teacher of literature uses a variety of pedagogical techniques, arousing the sincere interest of students in the study of poetry. In addition to strategies for personalizing and visualizing educational material, the teacher in this film uses game

technology, problem-based learning and other techniques that are based on a variety of manipulative techniques. Such manipulation is positive and effective.

For example, a teacher's manipulative approach such as instructional tactics is successful, where the teacher first asks students to read a paragraph from the textbook and then rip out a page with this paragraph:

T: *Gentlemen, open your text to page 21 of the introduction. Mr. Perry, will you read the opening paragraph of the preface, entitled "Understanding Poetry".*

S: [reads the paragraph]

T: *Excrement. That's what I think of Mr. J. Evans Pritchard. We're not laying pipe. We're talking about poetry. I mean, how can you describe poetry like American Bandstand? "I like Byron. I give him a 42. But I can't dance to it". Now, I want you to rip out that page. Go on. Rip out the entire page. You heard me. Rip it out. Rip it out! Go on. Rip it out (Episode 13; Dead Poets Society, 1989).*

The teacher deliberately violates subordination in the classroom by using rude language (*excrement*), and also allows students to break discipline and even rip up a textbook, because according to the teacher, such poetry teaching, which is proposed by the program, does not meet the demands of students.

The teacher ironizes the author of the paragraph, causing students to laugh. He also orders them to do what they would be punished for in any other lesson. All these are manipulations on the part of the teacher, and they are certainly successful, because students are shocked and intrigued by such extravagant behaviour of the teacher. Students' interest in the subject is growing, because they understand that the teacher is extremely interested in his subject, poetry is his passion, and this motivation is passed on to the students themselves.

Another example of intentional violation of discipline by a teacher and the use of instructive manipulative tactics is observed in the following example:

T: *Why do I stand up here? Anybody?*

S: *To feel taller?*

T: *No! Thank you for playing. I stand upon my desk to remind myself that we must constantly look at things in a different way. See, the world looks very different from up here. You don't believe me? Come see for yourselves. Come on. Just when you think you know something you have to look at it in another way. Even though it may seem silly or wrong, you must try* (Episode 14; Dead Poets Society, 1989).

The teacher succeeds in this manipulative strategy, as he successfully selects the linguistic means of expression of manipulative influence and the pedagogical technique itself. In particular, the teacher's speech is extremely exalted – he uses expressive vocabulary (*very different, silly or wrong*), exclamations, questions (*You don't believe me?*), expressing emotions and playing a role in front of students.

Therefore, the teacher applies motivational tactics of implementing the teacher's personality in the educational process. In addition, he partially delegates the management of the learning process to the students themselves, allowing them to stand on the desk, express themselves and their emotions, because emotions are the basis of poetry.

In another episode of the film, the teacher uses a sports game to practice the learning material – students play sports games and read poetry at the same time. He also teaches them poetic rhythm through marching and running, and he makes the seemingly uninteresting lessons of William Shakespeare entertaining to students by reciting Shakespeare's poems in the voices of various famous actors.

Therefore, the key to the success of such manipulations of the teacher is his involvement in the learning process, self-expression, motivation of the teacher. The choice of manipulative tactics in this case ensures their success by the unusualness and atypicality of such actions of the teacher. By violating the established order of pedagogical discourse, bringing creative ideas and decisions to it, the teacher shocks students, and in a state of surprise and admiration, they are easily influenced by the authoritative figure of the teacher.

However, among the examples of English pedagogical discourse we have also studied the unsuccessful examples of manipulation. As a rule, failure in the

implementation of manipulation in pedagogical discourse is associated with the opposition of the student / students, i.e. with the strategy of demanipulation. For example, a student refuses to contact the teacher, despite his strategy of giving students the freedom to choose whether to leave class or stay. One of the students continues to break discipline and as a result leaves the classroom:

T: *Hey, Marcus. Guess what.*

S: *What?*

T: *You're free to leave.*

S: *Like right now?*

T: *Like right now.*

S: *You want me to go to the Dean's Office?*

T: *I don't care where you go (Episode 4; Detachment, 2011).*

Since the main purpose of pedagogical discourse is the education and upbringing of the student, his or her socialization, in this case the goal of communication is not achieved, and the student leaves the learning process.

The reason for the failure is the lack of contact between the student and the teacher – the teacher only offers the student the option to go or stay in the classroom, but for this student who follows the strategy of demanipulation through asymmetric response, the choice is not a problem. Thus, the problem in achieving the goal of manipulation in pedagogical discourse may be the antisocial behaviour of the student, or the lack of pedagogical skills of the teacher.

In addition, it is important to observe the subordination of teacher and student. In the following example, the teacher violates subordination, thereby causing a failed communication situation with the student:

S: *Mr. Barthes, do you like me?*

T: *Of course, I do. Meredith, please, don't.*

S: *Please, please... You said you like me, please... Don't push me away (Episode 16; Detachment, 2011).*

Here, during the realization of the strategy of personal conversation with the student, the teacher is unable to cope with the emotions of the student, who is in a state of nervous breakdown and seeks to get the teacher's affection as from the close person, but not a school representative. This violates the ethics of the teaching profession, so the teacher cannot reciprocate. This causes communicative failure and the teacher's manipulative attempts to reassure the student in this episode do not work.

In both cases of unsuccessful manipulation by the teacher, there is a use of demanipulation by students, which leads to the failure of the teacher to communicate with the student. Therefore, let us pay attention to the cases of successful and unsuccessful demanipulation as a strategy of student's response to manipulative pedagogical discourse.

3.2. Successful / unsuccessful demanipulation in English pedagogical discourse

All examples of successful demanipulation are related to students' use of an asymmetric response to the teacher's manipulative actions. In Episodes 4 and 16 (Appendix 1), students use asymmetric responses and succeed in demanipulation. The teacher is unable to fulfil his professional role and realize the main purpose of pedagogical manipulation as a way to achieve educational goals of the lesson or personal conversation.

The strategy of asymmetric response is an effective way of manipulation depending on the situation. Among the examples we have studied are also cases of unsuccessful use of this technique by students, for example, in Episode 5 (Appendix 1), the student uses an asymmetric answer, ignoring the teacher's instructions and repeating his question several times in a row. However, the teacher copes with the

situation and succeeds in the manipulation, eventually encouraging the student to sit down and complete the task.

However, most often a student's demanipulation fails if he / she chooses a less confrontational position and uses symmetrical responses to the teacher's communicative behaviour, for example:

T: *See, that's the whole point, you have to wear bra to school.*

S: *Look, Mr. Seaboldt, I'm just being me. I don't tell you how to dress, so you don't tell me.*

(...)

T: *So, you see, when you come to school dressed like that, you give out a wrong signal. Don't you want people to treat you with respect?*

S: *Yo! I get respect!*

T: *Well... That's respectful. Put this on. Wear this for the rest of the day. Okay?*

S: *Can I go now?*

T: *I suppose you can, I mean. If we're done. Are we done?*

S: *We're done* (Episode 8; Detachment, 2011).

The student communicates with the teacher on the chosen topic and her answers relate to the issue under discussion. This facilitates the task of the teacher, who uses a variety of techniques and tactics, succeeding in the manipulation. As the student finally agrees with the teacher's words, his goal is achieved.

We also see an example of unsuccessful student's demanipulation in Episode 17 (Appendix 1), where the teacher insists that the student talk to his father and tell him about his passion for theatre and poetry. The student responds:

S: *Are you kidding? He'd kill me!* (Episode 17; Dead Poets Society, 1989).

This is a symmetrical response to the teacher's words the student expresses his fear of talking to his father. In response, the teacher uses a strategy of personal conversation, appeals to his own authority and appeals to the wishes of the student to convince him of the need to defend his own position. The teacher successfully overcomes the student's attempt at demanipulation and achieves his goal.

In general, the analysis showed that in most cases the attempt of demanipulation from the student by asymmetric responses to the teacher's manipulation is successful. An asymmetric response means ignoring attempts to manipulate and use of the "play by your own rules" technique. This allows students to avoid the influence of the teacher and sometimes create a situation where the teacher's manipulation remains unsuccessful. At the same time, symmetrical student's responses often allow the teacher to carry out the manipulation successfully, because the student does not go beyond the topic of conversation, listens to the teacher and follows his / her arguments.

3.3. Strategies for overcoming demanipulative situations

The analysis of ways to overcome demanipulation in a situation of manipulative pedagogical discourse is also of great interest in the study. The situation of manipulation is usually realized in several stages. Of the situations of teacher-student / students communication we have studied, the most frequent model is the following (Fig. 3.1.):

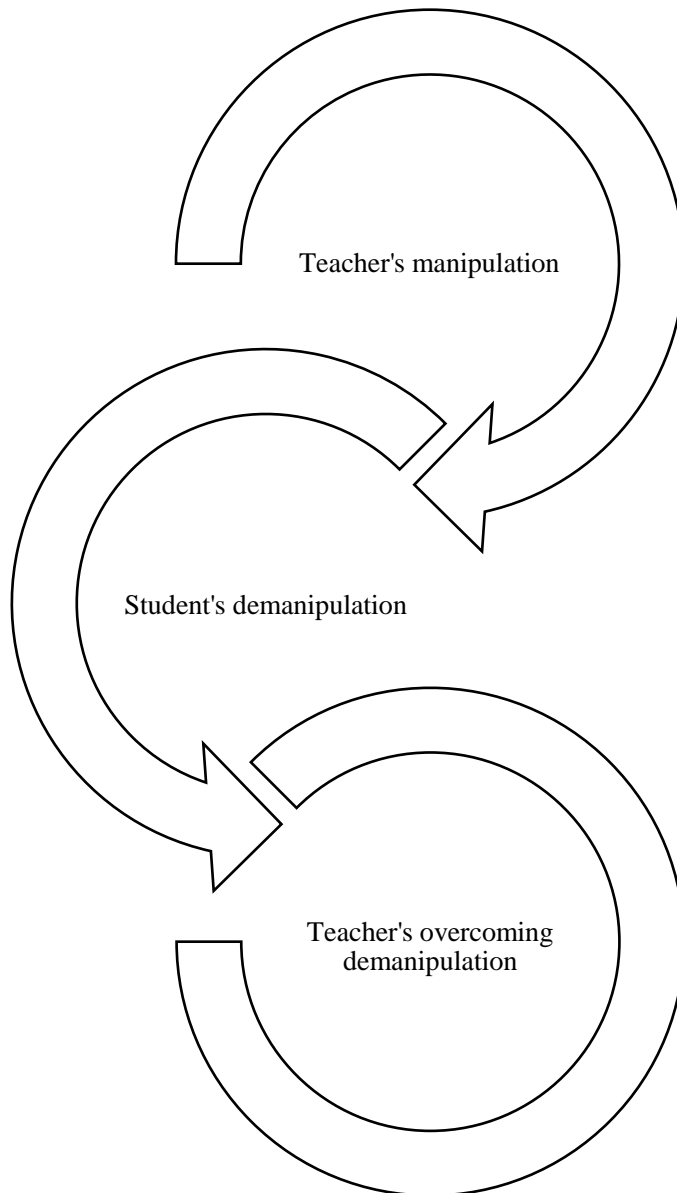


Fig. 3.1. Model of manipulation-demanipulation in pedagogical discourse

Let us consider the third component of this model, that is, the teacher's response to attempts of demanipulation by the student. The teacher can choose several tactics to respond to the demanipulative activities of the student. For example, in the following Episode, a teacher uses an educational conversation to reassure a student and encourage him to stop violating classroom discipline:

S: *I asked you a question, didn't I?* [throws the teacher's bag on the floor]

T: *That bag. It doesn't have any feelings. It's empty. I don't have any feelings you can hurt either. Ok? I understand you're angry. I used to be very angry too. Ok, I get it. You have no reason to be angry with me, because I am the one of the few people that's here trying to give you an opportunity. Now, I am going to ask you, you just sit down, and do your best, and I'll give you a piece of paper. How's that?*

S: *Can I get a pen too?* (Episode 5; Detachment, 2011).

The teacher actively uses the questions to establish a dialogue with the student (*Ok? How's that?*). In addition, he speaks the emotions of the student and assures that he understands his condition. The teacher uses the tactics of solidarity, saying that he himself is also often angry (*I understand you're angry. I used to be very angry too. Ok, I get it*). The teacher manages to establish emotional contact with the student and reassure him that he, as a teacher, wishes the student only good. This has a positive effect on the student, and he leaves the strategy of violating discipline in the classroom.

Violations of discipline and lack of desire of the student to make contact often hinder the implementation of the teacher's professional activities. In the following example of pedagogical communication between a student and a teacher, the student provokes the teacher by rudely cursing in his presence. The teacher neutralizes the following activities of the student through the jokes and irony:

S: *Whatcha doin' here, Mr. Sea?*

T: *Uhm, filling in for Dean Vargas.*

S: [swears]

T: *Wow, that is, I mean, really poetic. I mean, that's truly... What, lyrical. You should take that on the stage. I mean that sells itself. [twists the student's swearing] I'll tell you what, um... Why don't you have a seat, Ok? And then I'll be back shortly and we'll discuss your bright future. Okay, my man?* (Episode 7; Detachment, 2011).

The teacher parodies the bully student, using his own abusive remarks and positioning them as poetry that can even be staged, as it sounds so melodic. Such

ridicule of student behavior has a positive effect, because the student stops violating discipline. At the same time, the teacher uses another tactic of influence – a polite request to the student to stop inappropriate behavior and go to class to start the lesson (*Why don't you have a seat, Ok?*). The teacher does not give orders to the student, as this may meet the new resistance, but politely asks him, and then speaks out all further actions, thus imperceptibly imposing a plan of action on the student.

Interesting is the teacher's communicative behavior in Episode 8 (Appendix 1), where a teacher has a personal conversation with a student who violates the requirements for school uniforms:

T: *See, that's the whole point, you have to wear bra to school.*

S: *Look, Mr. Seiboldt, I'm just being me. I don't tell you how to dress, so you don't tell me.*

T: *Ellene, do you know what that is? It's a beautiful picture of a sunset in Hawaii. It's rather pretty, isn't it? Now, Ellen. Do you know what that is? That's a vagina infected with gonorrhoea.*

S: *That's grose!*

T: *Yes, yes, very. So, you see, when you come to school dressed like that, you give out a wrong signal. Don't you want people to treat you with respect?*

S: *Yo! I get respect!*

T: *Well... That's respectful. Put this on. Wear this for the rest of the day. Okay?*

S: *Can I go now?*

T: *I suppose you can, I mean. If we're done. Are we done?*

S: *We're done* (Episode 8; Detachment, 2011).

The student actively defends her position, but the teacher successfully uses manipulative tactics and succeeds in overcoming the student's manipulation. In particular, the teacher uses visualization as a way to influence the student's position. He shows the student a beautiful and horrible pictures, thus showing her the difference in perception of the vulgar and beautiful by others.

This has an effect on the girl, but she again uses demanipulation, not wanting to agree with the teacher: *Yo! I get respect!* Instead, the teacher neutralizes her argument by pointing out that the way other students treat the girl at school is not a show of respect, but rather a negative attitude towards her is a consequence of how she looks. Thus, despite the active opposition of the student and her desire to insist on her own opinion, the teacher overcomes her demanipulative attempts and still has an educational impact on the student's position on school uniforms.

In addition, in one of the episodes (Episode 16, Appendix 1) we see the teacher's failed attempts to overcome the student's opposition:

S: *I watched you around the school. You always seem so sad. Maybe you have a hard time with things and you need someone to talk to.*

T: *Meredith. Do you need someone to talk to?*

S: *Yes, will you talk to me? When you talk to me, when you look at me, it's like you really see me.*

T: *I do see you Meredith. Do you wanna go see Dr. Parker?*

S: *Oh, come on, don't blow me off to the guidance counsellor.*

T: *I am not, I am not... What can I do?*

S: *It's like you said, we're... There's nothing left. Nothing but to realize how f*cked up things are...*

T: *Listen to me, just listen. We're all the same. We all feel pain. We all have chaos in our lives.*

S: *Mr. Barthes, do you like me?*

T: *Of course, I do. Meredith, please, don't.*

S: *Please, please... You said you like me, please... Don't push me away* (Episode 16; Detachment, 2011).

The teacher did not expect the need to have a personal conversation with the student, so he was not ready for manipulation. As a response to the pedagogical situation, the teacher uses a counter-question, trying to switch the conversation from

his personality to the state of the student who seeks support (*Do you need someone to talk to?*).

The teacher responds to the student's emotional state and tries to support her, but seeks to follow the instructions, which stipulate that students should seek psychological help from a school psychologist, not a teacher of some subject. The teacher asks the student about her wishes, trying to find out what the student's request is and how he can help her after she refuses to turn to a guidance counsellor (*What can I do?*).

The teacher tries to use the strategy of personal conversation and show solidarity with the student, support her and show her that her emotional state is typical of many people and that she can cope with it (*Listen to me, just listen. We're all the same. We all feel pain. We all have chaos in our lives*). In order to attract the student's attention, the teacher uses instructional tactics, giving her precise instructions (*Listen to me, just listen*). Tactics of solidarity are implemented by the teacher through the use of the pronoun *we*.

However, the student does not respond to the conversation and uses an asymmetric response, trying to break the subordination and get from the teacher expressions of affection, not provided by the professional ethics of the teacher. The teacher feels confused and cannot neutralize the student's demanipulative actions. This leads to communicative failure when a student becomes hysterical due to the teacher's refusal to hug her – because such interaction with students is not acceptable for the teacher in accordance with his institutional role in pedagogical discourse.

Thus, the neutralization of students' demanipulative behaviour is an important element of manipulative strategies in pedagogical discourse. To a large extent, the choice of strategies and tactics depends on the characteristics of the discourse itself. In particular, the analysis of episodes of English-language films, which demonstrate the manipulative and demanipulative behaviour of teachers and students, shows that pedagogical discourse is institutional and imposes certain restrictions on the role of teacher and student.

Conclusions to Chapter 3

Thus, the success or failure of manipulation and counteraction to demanipulation by the teacher is determined by whether the communication achieves the goal of pedagogical discourse and the specific goals of the teacher in this communicative situation. The teacher can succeed in pedagogical manipulation of various strategies and tactics, depending on the situation, student behaviour, his or her own pedagogical skills.

Success and failure are also characteristics of demanipulative strategies of students who try to counteract the influence of the teacher. The analysis showed that the most effective tactic of demanipulation is the asymmetric response – in this case it is very difficult for the teacher to achieve the communicative and pragmatic goals of manipulation, because the student does not follow the communicative rules. A less successful tactic of demanipulation is a symmetrical response or other techniques, because in this case the teacher is involved in communication and his / her manipulation is not neutralized. This gives the teacher the opportunity to use the student's attention and involvement in the situation to bring the manipulation to a successful outcome.

CONCLUSIONS

The concept of “discourse”, though interpreted ambiguously, in this work is understood as a complex communicative phenomenon that includes not only linguistic, but also extralinguistic factors, including the conditions of communication and the goals of the recipient.

Pedagogical discourse is a type of institutional one; equals to pedagogical interaction between a teacher and students and conditions in which interaction takes place. Its goal is socializing a new member of the society, educating (giving basic knowledge), and upbringing in accordance with the established behavioural norms of that society. Having considered the manipulative strategy in pedagogical discourse, we concluded that it is based on the student’s motivation in gaining knowledge through arousing their.

The model of manipulative communication in pedagogical discourse includes participants of manipulation, manipulative strategies and tactics, as well as demanipulation viewed as a response to manipulative influence. The Participants of speech manipulation are represented by the the adjacency pair “manipulator – victim / target of manipulation”. In English pedagogical discourse, both the student and the teacher can act as a manipulator. Most commonly the manipulator is the teacher because he / she has a higher status and more power within the pedagogical discourse. Thus, the target of manipulation can be both the whole class (multiple addressee), and one pupil (single addressee).

In the study that the manipulative influence in the pedagogical discourse is realized via the four main manipulative strategies: the strategy of attracting and retaining students’ attention; the strategy for motivation and increasing interest in the subject and the educational process in general; the strategy of establishing the order in the classroom; the strategy of “interpersonal conversation” and its varieties.

Each of these strategies has its own set of tactics that help the teacher to achieve the main goal of manipulation in pedagogical discourse – socialization,

education and development of the student's personality. The target of manipulation – a pupil / student – can counteract it, using a variety of demanipulation tactics: symmetrical response; asymmetrical response; evasion, aimed at the time gaining; protection, pointing to manipulation; ignoring.

The manipulative strategies of attracting and retaining students' attention is realized in pedagogical discourse through such tactics as: the tactic of manipulating information with the addition of the unknown to the known; the tactic of personalizing educational material; the tactic of using visual and tactile attractors; programming tactics (performatives, dividing questions). It is found out that in English pedagogical discourse, teachers often use unusual, playful or personable tactics to make the learning process more interesting. This intrigues students, and accordingly, the teacher gets the opportunity to carry out the educational process successfully by manipulating their emotions and attention. It is worth mentioning here that manipulation in pedagogical discourse – on the side of a teacher – is positive because there is no victim actually, instead there is a target – student(s) who are the ones who really benefit.

The strategy of motivating students aims to maintain interest to the learning process and to develop an interest in learning. This tactic is implemented in pedagogical discourse through a certain set of tactics: promotion tactic; the tactic of doubting the correctness of the answer; tactics of mistaking a wrong answer for a joke; the tactics of transferring power to the student; tactics of implementing the teacher's personality in the educational process.

One of the main tasks of the teacher, which constitutes an important part of his / her professional activities, is to maintain order in the classroom. In English pedagogical discourse, the tactics of this strategy of establishing the order in the classroom are as follows: reaccentuation tactics; tactics of silence and distortion; false compromise tactics; request tactics; false choice tactics; instructional tactics.

Another manipulative strategy that plays an important role in the pedagogical discourse and encourages students to be motivated in the conditions of the

educational process is the strategy of “interpersonal conversation” and its varieties. In English pedagogical discourse, the strategy of “interpersonal conversation” can be represented as follows: tactics of interpersonal conversation on a personal topic; tactics of interpersonal conversation on the topic of the educational process; behavioural correction tactics through educational conversation.

The success or failure of manipulation and the activation of demanipulation, if the latter is true, is determined by whether the teacher / pupil achieves his/her goal. The teacher can succeed in pedagogical manipulation via the use of various strategies and tactics, depending on the situation, student behaviour, his or her own pedagogical skills.

Success and failure are also characteristic of demanipulative strategies of students who try to counteract the influence of the teacher. The analysis showed that the most effective tactic of demanipulation is the asymmetric response – in this case it is very difficult for the teacher to achieve his goals, because the student breaks the rules, both behavioural and interactional. A less successful tactic of demanipulation is a symmetrical response.

Thus, pedagogical discourse includes manipulative strategies and tactics of the teacher which provide a positive impact on students in their learning. While studying, students regularly provoke their teachers and put their words under question, trying to neutralize their influence on classmates; in return, does everything possible to neutralize those attempts. This sequence of actions turns into a model of manipulative communication within the pedagogical English discourse.

Prospects for further research are the analysis of gender and age specifics of linguistic and extralinguistic means used by males and females of various age groups in English pedagogical discourse to influence the others.

REFERENCES

1. Билык, В. С. (2013). Англоязычний педагогический дискурс. *Вісник Харківського національного університету імені В. Н. Каразіна. Сер.: Філологія.* № 1052, Вип. 74. С. 196–200.
2. Бобошко, Т. М. (2018). Комунікативні стратегії і тактики та оцінні висловлення. *Лінгвістика XXI століття: нові дослідження і перспективи.* С. 51–58.
3. Бхіндер, Н. В. (2019). Лінгвістичний аспект навчально-педагогічного дискурсу викладача англійської мови у закладі вищої педагогічної освіти. *Наукові записки Національного університету «Острозька академія»: Серія «Філологія».* Острог: Вид-во НаУОА. Вип. 8 (76). С. 29–31.
4. Волинець, П. П. (2010). Критерії прихованого психологічного впливу. *Актуальні проблеми психології: Збірник наукових праць Том 7. Екологічна психологія.* Вип. 22. С. 15–20.
5. Гнезділова, Я. В. (2012). Комунікативно-прагматична типологія англомовних емоційного й емотивного дискурсів. *Вісник Дніпропетровського університету. Серія: Мовознавство.* Т. 20, Вип. 18. С. 58–63.
6. Гнезділова, Я. В. (2015). Емоційна маніпуляція: техніки і технології впливу. *Мова і культура.* Вип. 18, Т. 4. С. 171–176.
7. Гнезділова, Я. В. (2016). Сміслоутворювальні елементи поняття маніпуляції. *Науковий часопис Національного педагогічного університету ім. М. П. Драгоманова. Серія 9. Сучасні тенденції розвитку мови.* Вип. 14. С. 25–33.
8. Гнезділова, Я. В. (2018). Метакомунікація як інструмент деманіпуляції. *Науковий вісник ХДУ Серія Перекладознавство та міжкультурна комунікація.* № 2. С. 34–38.

9. Гнезділова, Я. В. (2021). Когнітивно-дискурсивні моделі англomовної маніпулятивної метакомунікації (Докторська дисертація). Київський національний лінгвістичний університет, Київ.

10. Гнезділова, Я. В. (2022). Аксіологічний аспект маніпуляції. В *Ad orbem per linguas. До світу через мови. Матеріали міжнародної науково-практичної відеоконференції "Україна у транскультурному й мультимодальному світі"*, 25 травня 2022 року (сс. 52-53). Київ: Видавничий центр КНЛУ.

11. Головаха, Е. И., Панина, Н. В. (1989). *Психология человеческого взаимопонимания*. Киев. 35 с.

12. Гудина, О. А. (2014). *Манипуляция и её виды в педагогическом дискурсе*. URL: <http://www.lib.tsu.ru/mminfo/000349304/14/image/14-013.pdf>

13. Донченко, О. А., Слюсаревський, М. М., Татенко, В. О., Титаренко, Т. М., Хазратова, Н. В. (2008). *Основи соціальної психології: Навчальний посібник*. Київ: Міленіум. 495 с.

14. Ежова, Т. В. (2006). *К проблеме изучения педагогического дискурса*. URL: http://vestnik.osu.ru/2006_2/10.pdf

15. Карасик, В. И. (2002). *Языковой круг: личность, концепты, дискурс* (Монография). Волгоград: Перемена. 477 с.

16. Лозниця, С. (2008). Маніпуляція свідомістю: історико-культурні засади. *Філософська думка*. №1. С. 142–155.

17. Лукасевич, О. А., Титар, Ю. В. (2017). Маніпулятивні прийоми: особливості використання у міжособистісному спілкуванні. *Проблеми сучасної психології*. № 2. С. 114–119.

18. Маркин, В. Н. (2003). Акмеологическая компетентность психолога. *Акмеология*. № 3. С. 51–52.

19. Мельник, Т. В. (2013). Навчально-педагогічний дискурс як типізована соціально-культурна взаємодія. *Науковий вісник Донбасу*. № 2. URL: http://nbuv.gov.ua/UJRN/nvd_2013_2_30

20. Приходько, Ю. О., Юрченко, В. І. (2020). Психологічний словник-довідник: Навч. посіб., 4-те вид., випр. і доп. Київ: Каравела, 418 с.
21. Протопопова, К. А. (2018). *Манипуляция как риторическое явление в современной школе*. URL: <https://www.prodlenka.org/metodicheskie-razrabotki/poleznosti/dlja-uchitelja/322659-statja-na-temu-manipuljacija-kak-ritorichesko.html>
22. Самборська, О. В. (1997). *Соціально-психологічні механізми переконуючого впливу* (дисертація кандидата психологічних наук). Київ. 190 с.
23. Татенко, В. (2003). Соціально-психологічні механізми впливу людини на людину. *Соціальна психологія*. №1. С. 60–72.
24. Татенко, В. О. (2000). Психологія впливу: суб'єктна парадигма. *Наукові студії із соціальної та політичної психології: Зб. статей*. Київ: Сталь. Вип. 3 (6). С. 3–18.
25. Чаплак, Я. В., Кирилецька, Л., Радомська, Ю. (2006). *Теоретико-методологічний аналіз поняття психологічного впливу в науковій психології*. URL: http://www.rusnauka.com/8_DN_2011/Psihologia/2_82130.doc.html
26. Шалова, Н. С. (2014). Комунікативні стратегії у викладанні англійської мови для майбутніх інженерів. *Вісник НТУУ «КПІ». Філологія. Педагогіка: збірник наукових праць*. Вип. 4. С. 127–134.
27. Шапар, В. Б. (2021). *Сучасний тлумачний психологічний словник*. Харків: Прапор, 2007. 640 с.
28. Шейнов, В. П. (2009). *Психология манипулирования*. Минск: Харвест. 704 с.
29. David, M. K. (2019). Language, Power and Manipulation: The Use of Rhetoric in Maintaining Political Influence. *Frontiers of Language and Teaching*, 5(1), 164-170.
30. Gasparyan, S. (2020). Implementing manipulative strategies in legal speech. *Cognition, Communication, Discourse*, (20), 13-26. <https://doi.org/10.26565/2218-2926-2020-20-01>

31. Mead, G. (2020). Social consciousness and the consciousness of meaning. *Psychological Bulletin*, 7 (12), pp. 397-405.
32. Norton, H. (2021). Manipulation and the First Amendment, 30 Wm. & Mary Bill Rts. J. 221, <https://scholarship.law.wm.edu/wmborj/vol30/iss2/2>
33. Reisach, U. (2021). The responsibility of social media in times of societal and political manipulation. *European Journal of Operational Research*, Volume 291, Issue 3, pp. 906-917.
34. Riker, W. H. (1986). *The Art of Political Manipulation Text*. London: Yale University Press. 192 p.
35. Rudinow, J. (1978). Manipulation. *Ethics*, Vol. 88. P. 338–347.
36. Shostrom, E. L. (1967). *Man, the manipulator: The inner journey from manipulation to actualization*. Nashville, TN: Abingdon.
37. The Oxford Dictionary. (2021). URL: <https://www.oxfordlearnersdictionaries.com>
38. The Teaching Style of the Teacher: Features and Diagnostics. (2015). URL: <https://www.upjs.sk/public/media/11267/25.pdf>

LIST OF ILLUSTRATIVE SOURCES

39. A. P. Bio (NBC) Trailer HD – Glenn Howerton, Patton Oswalt comedy series. YouTube. 2018. URL: <https://www.youtube.com/watch?v=MVphWg93hSI>
40. Dead Poets Society. FShareTV, 1989. URL: <https://fsharetv.co/movie/dead-poets-society-episode-1-tt0097165>
41. Detachment. FShareTV, 2011. URL: <https://fsharetv.co/movie/detachment-episode-1-tt1683526>
- Teachers Official Series Trailer | Comedy Produced by Alison Brie | TV Land. YouTube, 2015. URL: <https://www.youtube.com/watch?v=5U99eOYYy9E>

APPENDIX

Appendix 1

Episode 1.

T: All right, everybody, let's go ahead and start to shut up now. My name's Jack Griffin, and I don't want to be here. I am an award-winning philosophy scholar, but here's the deal. We're gonna do any biology in here.

S: Are you seriously never gonna teach us biology at all?

T: Maybe, uh, Pablo Picasso can come in and teach Driver's Ed? (A. P. Bio (NBC) Trailer, 2018).

Episode 2.

T: This week we are devoting our attention to the psychology dismantling of my academic rival, Miles Leonard. Miles happens to be British. He also happens to be adopted. So, this week we will practice British accents. And whosoever is best will call him, posing as his biological birth mother and tell him some sort of devastating secret. Go.

S 1: [British accent] The bookstore at the mall has good espresso, milord.

T: Hey, not bad.

S 2: What is this class? (A. P. Bio (NBC) Trailer, 2018).

Episode 3.

T: This is a safe place. I want you all to feel that you can come here and talk about issues and troubles you're having here at school.

S 1: Like making fun of my haircut?

T: If that's the worst thing that happened to you, you're dead when you get into the real world.

S 2: Jesus Christ (Teachers Official Series Trailer, 2015).

Episode 4.

T: Listen up, I have one rule. Just one. If you don't wish to be here – don't come.

S 1: Dude, what does that mean?

T: It's not dude, it's Mr. Barth. The "s" is silent.

S 1: You're f*cking gay.

S 2: Marcus, shut up!

S 1: No, you shut up!

T: Hey, Marcus. Guess what.

S 1: What?

T: You're free to leave.

S 1: Like right now?

T: Like right now.

S 1: You want me to go to the Dean's Office?

T: I don't care where you go (*Detachment*, 2011).

Episode 5.

T: Everyone pull out the sheet of paper. I'd like to assess what your individual writing skills are.

S 1: What if we got no paper?

T: Okay, here's the situation. You're dead. Alright, write a brief but detailed essay about...

S 1: Hey, jackass! I asked you a question!

T: ...about what a friend or a parent might say about you during your funeral. Ok? Have 30 minutes.

S 1: I asked you a question, didn't I? [throws the teacher's bag on the floor]

T: That bag. It doesn't have any feelings. It's empty. I don't have any feelings you can hurt either. Ok? I understand you're angry. I used to be very angry too. Ok,

I get it. You have no reason to be angry with me, because I am the one of the few people that's here trying to give you an opportunity. Now, I am going to ask you, you just sit down, and do your best, and I'll give you a piece of paper. How's that?

S 1: Can I get a pen too? (Detachment, 2011).

Episode 6.

S: Why did you throw Marcus out of class but not Jerry?

T: Well, I had to make an example out of somebody. You know, Marcus verbally assaulted you, and that's not allowed in my classroom. And what they say to me isn't material. What's your name?

S: Meredith.

T: Nice to meet you, Meredith.

S: So, you really don't care what the kids say to you?

T: Perhaps, I've gotten used to it.

S: I wish I could be that strong.

T: It doesn't take strength, Meredith. You gotta... understand, and unfortunately most people lack self-awareness (Detachment, 2011).

Episode 7.

S: Whatcha doin' here, Mr. Sea?

T: Uhm, filling in for Dean Vargas.

S: [swears]

T: Wow, that is, I mean, really poetic. I mean, that's truly... What, lyrical. You should take that on the stage. I mean that sells itself. [twists the student's swearing] I'll tell you what, um... Why don't you have a seat, Ok? And then I'll be back shortly and we'll discuss your bright future. Okay, my man? (Detachment, 2011).

Episode 8.

T: See, that's the whole point, you have to wear bra to school.

S: Look, Mr. Seaboldt, I'm just being me. I don't tell you how to dress, so you don't tell me.

T: Ellene, do you know what that is? It's a beautiful picture of a sunset in Hawaii. It's rather pretty, isn't it? Now, Ellen. Do you know what that is? That's a vagina infected with gonorrhoea.

S: That's grose!

T: Yes, yes, very. So, you see, when you come to school dressed like that, you give out a wrong signal. Don't you want people to treat you with respect?

S: Yo! I get respect!

T: Well... That's respectful. Put this on. Wear this for the rest of the day. Okay?

S: Can I go now?

T: I suppose you can, I mean. If we're done. Are we done?

S: We're done (Detachment, 2011).

Episode 9.

T: ["Assimilate"] What does that mean?

S 1: To take something in.

T: Ok. Excellent. To absorb. ["Ubiquitous"] Anyone?

S 1: Everywhere, all the time.

T: So, what is... "ubiquitous assimilation"?

S 2: Always absorbing everything everywhere all the time.

T: Well done, George. How are you to imagine anything, if the images are always provided for you? Who here had read "1984" last year? Good. ["Doublethink"] Anyone? Meredith.

S 3: Having two opposing beliefs at once. Believing that both are true.

T: Excellent (Detachment, 2011).

Episode 10.

T: Let me have a look. You just made your own... Wow. I don't care what they say, you're doing great. I had hard time with math too. It takes time.

S: Wow, that is damn cool (Detachment, 2011).

Episode 11.

T: "Oh Captain, my Captain". Who knows where that comes from? Anybody? Not a clue? It's from a poem by Walt Whitman about Mr. Abraham Lincoln. Now in this class you can call me either Mr. Keating or, if you're slightly more daring "Oh Captain, my Captain". Now let me dispel a few rumours so they don't fester into facts. Yes, I too attended Hell-ton and survived. And no, at that time I was not the mental giant you see before you. I was the intellectual equivalent of a 98-pound weakling. I would go to the beach, and people would kick copies of Byron in my face (Dead Poets Society, 1989).

Episode 12.

T: Mr. Pitts, would you open your hymnal to page 542. Read the first stanza of the poem you find there.

S 1: "To the Virgins to Make Much of Time"?

T: Yes, that's the one. Somewhat appropriate, isn't it?

S 1: "Gather ye rosebuds while ye may. Old time is still a-flying. And this same flower that smiles today, tomorrow will be dying".

T: Thank you, Mr. Pitts. "Gather ye rosebuds while ye may". The Latin term for that sentiment is "Carpe diem". Now, who knows what that means?

S 2: Carpe diem. That's "Seize the day".

T: Very good. "Seize the day". "Gather ye rosebuds while ye may". Why does the writer use these lines?

S 3: Because he's in a hurry.

T: No! Ding! Thank you for playing anyway. Because we are food for worms, lads. Because, believe it or not, each and every one of us in this room is one day going to stop breathing, turn cold and die. I would like you to step forward over here and peruse some of the faces from the past. You've walked past them many times. I don't think you've really looked at them. They're not different from you, are they? Same haircuts. Full of hormones, just like you. Invincible, just like you feel. The world is their oyster. They believe they're destined for great things, just like many of you. Their eyes are full of hope, just like you. Did they wait until it was too late to make from their lives even one iota of what they were capable? Because you see, gentlemen, these boys are now fertilizing daffodils. But if you listen real close you can hear them whisper their legacy to you. Go on, lean in. Listen. Do you hear it? [in whisper] "Carpe... Carpe diem. Seize the day, boys. Make you lives extraordinary (Dead Poets Society, 1989).

Episode 13.

T: Gentlemen, open your text to page 21 of the introduction. Mr. Perry, will you read the opening paragraph of the preface, entitled "Understanding Poetry".

S: [reads the paragraph]

T: Excrement. That's what I think of Mr. J. Evans Pritchard. We're not laying pipe. We're talking about poetry. I mean, how can you describe poetry like American Bandstand? "I like Byron. I give him a 42. But I can't dance to it". Now, I want you to rip out that page. Go on. Rip out the entire page. You heard me. Rip it out. Rip it out! Go on. Rip it out (Dead Poets Society, 1989).

Episode 14.

T: Why do I stand up here? Anybody?

S: To feel taller?

T: No! Thank you for playing. I stand upon my desk to remind myself that we must constantly look at things in a different way. See, the world looks very different from up here. You don't believe me? Come see for yourselves. Come on. Just when you think you know something you have to look at it in another way. Even though it may seem silly or wrong, you must try (Dead Poets Society, 1989).

Episode 15.

T: Now devotees may argue that one sport or game is inherently better than another. For me sport is actually a chance for us to have other human beings push us to excel. I want you all to come over here and take a slip of paper and line up single file (Dead Poets Society, 1989).

Episode 16.

S: I watched you around the school. You always seem so sad. Maybe you have a hard time with things and you need someone to talk to.

T: Meredith. Do you need someone to talk to?

S: Yes, will you talk to me? When you talk to me, when you look at me, it's like you really see me.

T: I do see you Meredith. Do you wanna go see Dr. Parker?

S: Oh, come on, don't blow me off to the guidance counsellor.

T: I am not, I am not... What can I do?

S: It's like you said, we're... There's nothing left. Nothing but to realize how f*cked up things are...

T: Listen to me, just listen. We're all the same. We all feel pain. We all have chaos in our lives.

S: Mr. Barthes, do you like me?

T: Of course I do. Meredith, please, don't.

S: Please, please... You said you like me, please... Don't push me away (Detachment, 2011).

Episode 17.

T: Do you want to pass the exam? Then you need to do more and pay all the debts. You can't live a life for someone else, Neil. You can only live for yourself. Have you told your father what you just told me? Have you shown him your passion about acting?

S: Are you kidding? He'd kill me!

T: Then you're playing a part for him too, aren't you? A dangerously self-destructive one. Neil, I know this seems impossible but you have to go to your father and show him what you're feeling. You have to let him see who you are. It's your only chance (Dead Poets Society, 1989).