



LANGUAGE COMMUNICATION SOCIETY: CURRENT CHALLENGES AND BEYOND



Сборник тезисов конференции
по изучению и преподаванию английского языка в вузе,
посвященной 30-летию Лингвистической ассоциации преподавателей
английского языка при МГУ имени М. В. Ломоносова (LATEUM),
22–24 сентября 2021 года

**Новокузнецк
Знание-М
2025**

УДК 811.111(063)
ББК 81.2Англ
Л92

Ответственные редакторы:

Михайловская Е. В. — доцент кафедры английского языкознания
филологического факультета МГУ имени М. В. Ломоносова;
Фомина И. Н. — доцент кафедры английского языкознания филологического
факультета МГУ имени М. В. Ломоносова.

Оргкомитет:

Проф. Липгарт А. А., проф. Аузан А. А., проф. Александрова О. В.,
проф. Гвишиани Н. Б., доц. Кулик Л. В., доц. Михайловская Е. В., доц. Рудакова А. В.,
доц. Фомина И. Н., доц. Щербинина Ю. И., доц. Световидова И. В.,
к.ф.н. Лебедева Т. О., к.ф.н. Шарапова А. А., к.ф.н. Стафеева О. В.

Л92 Language Communication Society: Current Challenges and Beyond : [Электронный ресурс] : сборник материалов 14-й Международной научно-методической конференции по изучению и преподаванию английского языка в вузе. — Текстовое (символьное) электронное издание. — Новокузнецк : Издательство «Знание-М», 2025. — 1 электрон. опт. диск (CD-R). — Сист. требования: IBM PC, любой, более 1 GHz ; 512 Мб RAM ; 10 Мб HDD ; MS Windows XP и выше ; CD/DVD-ROM дисковод, мышь ; Adobe Reader 8.0 и выше. — 141 с.

ISBN 978-5-00255-093-7

В сборник вошли материалы 14-й Международной научно-методической конференции по изучению и преподаванию английского языка в вузе «Language Communication Society: Current Challenges and Beyond», посвященной 30-летию Лингвистической ассоциации преподавателей английского языка при МГУ имени М. В. Ломоносова (LATEUM). На пленарных и секционных заседаниях обсуждался широкий круг теоретических и методических вопросов, связанных с изучением и преподаванием английского языка в высшей школе. В работе конференции приняли участие ведущие отечественные и зарубежные лингвисты, преподаватели вузов, аспиранты.

УДК 811.111(063)
ББК 81.2Англ

ISBN 978-5-00255-093-7

© Авторы, 2025
© Знание-М, 2025

CONTENTS

≡	Plenaries	9
	Olga V. Alexandrova. New words in Modern Russian	9
	Ekaterina E. Golubkova. Corpus-based treatment of X IS THE CINDERELLA OF Z construction in English (with cognitive bias)....	9
	Natalia B. Gvishiani. Teaching argumentative essays with the International Corpus of Learner English	11
	Marina A. Kulinich. English literature outside of EFL classroom: the past and the present	12
	Terry Lamb. Pedagogy for autonomy in language education and beyond: key shifts and interdisciplinary perspectives	12
	Andrei A. Lipgart. Functional stylistics in an ELT classroom.....	14
	Tamara B. Nazarova. A Course of TEFL (teaching English as a foreign language) at Moscow State University: transferable skills and lasting value	14
	Michał B. Paradowski*, Magdalena Jelińska*; Andrzej Jarynowski†. Language and linguistics instructors and students under lockdown: identifying the predictors of coping and success	17
	Vera I. Zabolotkina. Cognitive mechanisms of linguistic creativity.....	19
	Зыкова Ирина Владимировна. Лингвистическая vs. полимодальная креативность в конструировании поэтики кинодискурса: теория и метод	20
	Ekaterina Mikhailovskaya. Multimodal literacy as a linguistic competency	22
≡	Academic English: research and practice	23
	Nikita V. Eismont. Collocations with terms and unstable terminological word-combinations: Implementing the lexical approach for the acquisition of subject-specific vocabulary in teaching ESP	23
	Larissa A. Manerko. Verbal and visual metaphor in written and oral academic discourse	24
	Olga I. Oparina. The concept of KNOWLEDGE in the texts on philosophy	25
	Olga M. Ovchinnikova. Academic English course for master students in space research	27
	Anastasia A. Sharapkova. Transdiscursive transfer of concepts: a case of Merlin in biology	28
	Lilia N. Shevyrdyaeva. Using corpus methods for teaching discipline-specific academic vocabulary: Biology academic word list.....	29
	Elena Shtekhman, Yuliya Melnik. Problematic situational tasks method at English language classes in higher schools	31
	Elizaveta V. Tikhomirova. A multidisciplinary conference as an alternative to an English PhD exam in a technical university	32

	Oleg Velikodnev. The use of legal texts in teaching English for specific purposes	33
	Marina. A. Vitko. Cognitive mechanisms of health perception in English phraseology	34
≡	Cognitive and corpus-based discourse studies in ELT	36
	Olga B. Abakumova. Evaluation in Russian and English proverbs about truth	36
	Anna V. Baskakova. Russian phraseological units as a subject of studying in an English speaking audience	37
	Anna A. Gabets. Interaction of institutional genres in political discourse.....	38
	Julia V. Gavrilova. Modern Celtic studies in Great Britain	39
	Ekaterina M. Grigoryeva, Olga M. Karpova. New type of dictionary (on the material of the dictionary “Florence in the Works of World Famous People”).....	39
	Elena A. Ivanova. Derivational capacity of abbreviated terms	41
	Yulia F. Karelskaya. Prototypical cognitive strategy for the US or the UK international agreements	43
	Alla P. Minyar-Beloroucheva. Particularities of historical discourse conceptual metaphors studies in ELT	44
	Anastasiya G. Pisareva. The linguistic representation of the dominant component “Participants` Actions” in the sports Internet-discourse.....	45
	Svetlana V. Tishchenko. Cognitive linguistics in translation: getting at the meaning of the English way construction	46
≡	ELT materials development: tradition and innovation.....	49
	Olga A. Akimova. Using mind maps in online ELT classrooms	49
	Ekaterina N. Chistovskaya. Approaches to designing tasks aimed at developing media and information literacy in the EFL classroom.....	49
	Viviana Gallo. ELF and variation materials in ELT	51
	Elena A. Korotkova. Developing viewing comprehension strategies in the experimental textbook for university students.....	52
	Anna A. Lebedinets. Developing second language oral ability through online performance	53
	Elena V. Marinina. What is the English we teach?	54
	Violetta V. Petrova. Needs assessment and material development for Business English students	55
	Marina E. Pokrovskaya. The relevance of linguistic studies and ELT materials development in the evolving multimodal communication environment	56
	Svetlana A. Reztsova. Multiple intelligences theory and communicative language teaching	58
	Yulia I. Shcherbinina. Poetry pharmacy in the EFL classroom	59

Natalia Y. Stepanova. The flipped classroom as a way to create a learner-centered environment	60
Assiya R.Sulkarnayeva. Early English learning and teaching at Kazakhstani primary schools	61
Elena A. Tsyvkunova. Online simulations as a powerful learning tool in science diplomacy education	62
Elena E. Vinogradova. The most important criteria for the development of learning materials in ‘soft’ CLIL model	64
Olga D. Vishnyakova. Linguistic and cultural knowledge correlation in terms of teaching English as an International Language	65
Милякова Виктория Владимировна. Обучение персуазивным тактикам на уроках английского языка	66
Anna V. Rudakova. How to write an artwork description. How to paint this text then	67
≡ Hard and soft skills for professional development	69
Lyudmila S. Chikileva. Technology assisted language instruction: importance of pedagogical management tools.....	69
Anna Gorizontova. Reading skills for office workers	70
Емельянова Ольга Павловна. Типы и характер аргументативных стратегий академического дискурса	71
Путиловская Татьяна Сергеевна. Образовательная траектория академического письма.....	72
Твердохлебова Ирина Петровна. Методологические основы формирования иноязычной произносительной культуры у студентов нефилологических специальностей и роль преподавателя	74
≡ Literature in the EFL classroom.....	76
Olga I. Altukhova. 'Get down, Ada, it's a poet': using authentic materials in English for information technology	76
Elena I.Baguzina. Developing university students' in-depth reading skills: a mind, brain and education approach.....	77
Liliya V. Boldyreva. Home reading in the classroom for advanced students of English at the Faculty of Philology	78
Ekaterina A. Dolgina, Svetlana A. Makarova. Indirect anaphoric reference in English fiction	79
Tatyana Y. Kizilova. The study of artistic consciousness in “The Noise of Time” by Julian Barnes.....	80
Natalia V. Kopytko. Teaching literature to advanced students of English.....	81
Larisa A. Mashkova. The poetry of Emilia Lanier: The hidden treasure of the Elizabethan era.....	82
Anastasiya E. Mikhaylova. Communicative competence in the EFL classroom: Rhetorical analysis with guidelines and examples from “Airport” by Arthur Hailey	83

Anastasia Rybachok. Linguostylistic means of expressing character's perspective in cinematographic literature (on G. Greene's "The End of the Affair")	84
≡ Media discourse	86
Irina L. Lebedeva. When Russian speakers of English go digital	86
Elena Mendzheritskaya, Oksana Ksenzenko. The dialectics of teaching media discourse and its investigation.....	87
Polina I. Sergienko. The pragmatic load of anthroponyms used in PR discourse.....	89
Elena V. Temnova. Global online content consumption on Clubhouse media platform	89
Yuliya E. Znak, Irina I. Stamova. Means of building dialogue with mass audience based on the examples of the selected speeches of W.Churchill, C. de Gaulle, J.Stalin, F.Roosevelt	91
Баженова Екатерина Юрьевна. Лингвистические и экстралингвистические параметры качественной прессы	91
Бобылева Ксения Владимировна, Галигузова Анна Вадимовна. Анализ метафоры войны в публичных выступлениях Д.Трампа в период пандемии коронавируса.....	93
≡ Multimodal discourse.....	95
Irena Aleksić-Hajduković. Practical implications of using software for multimodal discourse analysis	95
Maria A. Dubovitskaya. Multimodality and identity in graphic novels .	96
Li Xiaoshuai. A semiotic perspective in understanding literary discourse.....	97
Maria P. Taymour. Mixing metaphors in the modern multimodal digital discourse	98
Yelena Levon Yerznkyan, Grisha Gagik Gasparyan. Persuasive strategies in graffiti messages	99
Журавлева Анна Михайловна, Салькова Марина Алексеевна, Павлюк Ольга Николаевна. TED, добро пожаловать в аудиторию!	100
Пономаренко Е.В.*, Харьковская А.А.***, Черкунова М.В.**. Современные тренды в организации аннотаций к англоязычным произведениям художественной литературы: опыт динамико-системного анализа	102
≡ Phonetics in ELT in global English context.....	111
Maria V. Alekseyuk. The pragmaphonostylistics of public speech in modern British prose.....	111
Irina A. Anashkina. Intonation as a linguistic code of culture: Axiological approach	112
Tamara S. Anikyan. The expressive potential of prosody in political discourse.....	113

Svetlana V. Decheva. The art and science of public speaking in global English space.....	114
Elena L. Freydina. Margarita Yu. Seiranyan. Attitudes to pronunciation standards and pronunciation models in teacher education in Russia	115
Tatiana O. Lebedeva. Colour terms in Gothic literature and their prosodic arrangement.....	116
Maria Y. Prokhorova. The English Gospel idioms in language and speech.....	117
Alexey S. Shikhantsov. Fall like an angel: Getting the falling tones right in target texts	119
Сапунова Ольга Валерьевна. Просодическая вариативность знаков вертикальной сегментации в произведениях английской художественной литературы	120
≡ Technology assisted linguistic research and instruction	122
Ferit Kılıçkaya. Using Symbaloo as a learning path for recycling activities outside the classroom: Preservice language teachers' experience	122
Anastasia A. Shmaraeva. The didactic potential of digital concept mapping tools to enhance the teaching-learning process in higher education	123
Assiya R. Sulkarnayeva, Nataliya L. Sulyatetskaya. English language sector: past, present, future	124
Alexandra A. Orlova. Teach the vocabulary of the English language on the material of fashion blogs.....	125
≡ Translation and interpretation: challenges across various discourses ..	128
Alexandra G. Anisimova, Inna N. Fomina. Teaching consecutive and simultaneous interpreting: practical approach	128
Hasnaa Chakir. A cognitive approach to metaphor translation in children's literary discourse: The case of Romeo and Juliet	129
Конькова Инна Игоревна. Обучение научно-техническому переводу (на примере сфер оптоволоконной техники и нанотехнологий).....	131
Evgenii A. Marchenkov. Realia rendering as a confrontation of international discourses (based on novel "Metro 2033" and its English translation)	132
Aschen S. Mikoyan. The rhythm and 'sound effects' in The Hobbit by J.R.R. Tolkien and their rendering in Russian translations.....	133
Margarita M. Philippova. Characters' gender identities in Oscar Wilde's "The Nightingale and the Rose"	134
Velta Ya. Zadornova. Poetic image in translation: functional approach.....	135

Залесова Наталья Михайловна. Способы передачи разговорного стиля с английского языка на русский в мультипликационном жанре	137
Тарасова Татьяна Ильинична. Юридический перевод-толкование: комплексный подход	138

≡ PLENARIES

OLGA V. ALEXANDROVA. *NEW WORDS IN MODERN RUSSIAN*

Lomonosov Moscow State University, Russia

Abstract: The article deals with problems connected with language change under the influence of general globalization of life and languages.

Key words: foreign language learning, new words and new concepts, pictures of the world

The tendency to globalization in the world is observed in every sphere of human life: in politics, economics, social studies, science and technology, humanities etc. All that needs an internationally accepted language, this language today being English. Nowadays English as a global language is the subject of numerous books and is discussed on different levels. The number of people who are not native speakers of English is now much greater than the number of native speakers. This fact certainly influences the English language itself: it becomes simpler from the point of view of its grammar, less attention is given to pronunciation.

Teaching and learning of English as a FL in Russia have gone through several periods: not very popular before the middle of the last century, it gained its popularity afterwards. However, it was not before the 1990s that true expansion of English in Russia began: books, newspapers and magazines, radio and TV programs, the possibilities for travelling and communication – all possible ways to use English were open. All this led to the emergence of plenty of loan words in Russian.

New words come into our reality not accidentally: this is a new reality, new notions and concepts, which reflect new conditions of modern life. Borrowing words from other languages, we borrow attitudes and traditions of a particular country, which may differ considerably from ours. What we are dealing with is not the expansion of a foreign language, but the expansion of a certain conceptual system, which, together with the national picture of the world and the national system of concepts, forms a new kind of understanding of the world.

The paper covers the topic from the linguo-cognitive, discursive and cross-cultural perspectives.

EKATERINA E. GOLUBKOVA. *CORPUS-BASED TREATMENT OF X IS THE CINDERELLA OF Z CONSTRUCTION IN ENGLISH (WITH COGNITIVE BIAS)*

Moscow State Linguistic University, Russia

Abstract: The study is placed at the crossroads of cognitive linguistics, corpus-based studies and construction grammar. It pulls together these linguistic areas since they seem to be productive in the research of the semantics of the paragon precedent name,

such as Cinderella, which is transparent as far as the event structure behind the name is concerned, but loaded with connotations. The aim is to show how corpus-cognitive tools work in cooperation to describe the semantics and the scope of XYZ construction with a precedent name.

Key words: construction grammar, corpus-based, precedent name, frame semantic, metaphor, metonymy

The study is placed at the crossroads of cognitive linguistics, corpus-based studies and construction grammar. It pulls together these linguistic areas since they seem to be productive in the research of the semantics of the paragon precedent name, such as Cinderella, which is transparent as far as the event structure behind the name is concerned, but loaded with connotations.

The concept Cinderella as the member of the so-called XYZ construction reveals flexible semantics if positioned in a variety of contexts (*Diana has been the Cinderella of the family; Operating systems are the Cinderellas of Computing; Parceley is the Cinderellar of the fridge*). Thus, the aim of the research is to glean as many contexts as possible from corpora, do some calculations and statistics on the frequency and behavioural profile of the word and, most importantly, offer a cognitive account of the process of meaning-making which takes place while the speakers face the specific context with this type of constructions.

To achieve these goals I apply a number of cognitive research tools, such as the theory of metaphor/metonymy (G.Lakoff, Z.Kovecses, M.Brdar, M.Turner, F.Steen, F.de Mendoza, O.Iriskhanova), the theory of Windowing of attention (L.Talmy), Frame semantics (Ch.Fillmore) and construction grammar approach (A.Goldberg, M.Hilpert). The input of the research may be viewed in terms of a more specific delineation of the features of the XYZ construction in English in general, which is relevant for construction grammar research, since some of the similar so-called *of*-phrases despite their structural similarity do not qualify as XYZ construction per se (see, *Paris is the capital of France; it is the France of Napoleon*). Since the metaphor/metonymy ratio varies in each of X is the Cinderella of Z case I will try to suggest a certain taxonomy of XYZ constructions relying on the level of specificity of their semantics. The paper can also illustrate how quantitative bias can benefit cognitive generalizations.

References

1. Brdar, M. Intensification and metonymy in some XYZ constructions // Language, Mind, Culture and Society. No.1. 2017 P. 110–134.
2. Косиченко Е.Ф. Имя нарицательное и имя символ в свете теории прецедентности // Вестник Московского Государственного Лингвистического Университета. 2010. Вып. 22 (601). С. 55–64. [Kosichenko, J.F. (2010). Common and symbolic names with regard to precedent names. Vestnik of Moscow State Linguistic University, 22(601), 55–64. (In Russ.)].
3. Лингвистика конструкций / отв. ред. Е. В. Рахилина. М.: Издательский центр Азбуковник, 2010. [(2010). Lingvistika konstruktсий (Construction linguistics). ed. by Rakhilina, E.V. Moscow: Izdatelskij tsentr Azbukovnik. (In Russ.)].

NATALIA B. GVISHIANI. *TEACHING ARGUMENTATIVE ESSAYS WITH THE INTERNATIONAL CORPUS OF LEARNER ENGLISH**Lomonosov Moscow State University, Russia*

Abstract: The paper considers the advantages of using the International Corpus of Learner English (ICLE) in teaching the skill of writing at university level and welcomes the recent release of its web-version – ICLE v 3. The distinctive characteristics of argumentative essays as a genre are being explored with reference to discursive features of student essays.

Key words: International Corpus of Learner English, argumentative essay, corrective course, language interference

Of the four teaching skills, i.e. reading, listening, speaking and writing, the latter stands out as representing a particular type of language use implemented in academic discourse. This functional variety is more regulated and systematized, which can be viewed as an important factor in testing the students' knowledge of grammar, vocabulary, syntax, punctuation, and other language phenomena as part of the curriculum.

The need for creating an electronic corpus encompassing learner academic English became obvious in mid-1990s as an attempt to fill a gap in current corpus resources by complementing collections of student essays, which would represent the learner's output. The project was launched in October 1990 under the supervision of Professor Sylvian Granger at the Catholic University Louvain-la-Neuve (Belgium) [Granger et al, 2020]. Among the 11 ELT varieties of ICLE at the initial stage was the Russian component – the electronic corpus of Russian students essays collected at the Department of English Linguistics, Faculty of Philology, Lomonosov Moscow State University over the period of 1995–98. Since then the corpus has been growing in size and complexity, so nowadays it includes 25 mother tongue backgrounds amounting to over 5.5 million words.

The genre of texts chosen for the ICLE corpus was the argumentative essay, which allows for implementing the pragmalinguistic approach to the teaching of writing. The pragmatic function realized in the text creates a special format of discourse, where the elements of factual and emotive content are present to a greater or less extent.

As for the functionalities of the ICLE v 3, they have been expanded to include a built-in Concordancer supporting searches for a range of items – from word-forms and lexemes to part-of-speech tags and their combinations.

Besides the option to spot typical errors, the corpus serves the task of modelling constructions and syntagmatic units with the help of the so-called 'wild card' – a denotation standing for any item in a sequence of words. The device is useful in testing the students' grasp of vocabulary and their sense of synonyms.

The advanced search with combinations of part-of-speech tags enables us to observe complex modal constructions, which are so much part and parcel of argumentative writing.

References

1. Granger S., Dupont M., Meunier F., Naets H., Paquot M. International Corpus of Learner English. Version 3. – Presses Universitaires De Louvain, 2020.
2. British Academic Written Corpus. Sketch Engine [Электронный ресурс]. URL: <https://www.sketchengine.eu> (дата обращения 20.09.2021).
3. International Corpus of Learner English. Version 3 [Электронный ресурс]. URL: <https://corpora.uclouvain.be/cecl/icle/home> (дата обращения 20.10.2021).

MARINA A. KULINICH. *ENGLISH LITERATURE OUTSIDE OF EFL CLASSROOM: THE PAST AND THE PRESENT*

Samara State University of Social Sciences and Education, Russia

Abstract: The paper discusses traditions of teaching English literature in the USSR/Russia as a part of curriculum which is meant to form students' philosophy of life, to offer awareness of the country history, culture, and presents results of research on student views on the way we teach literature now.

Key words: British literature, American literature, linguistic education

Role and place of British and American literature in linguistic education has been and still is a subject of debate. English methodologists and teacher trainers tend to view it as a source of authentic materials for a language classroom rather than its intrinsic value. One of the reasons of this approach is the assumption that English literature should be read in English but not in translations, however good they may be. The paper discusses traditions of teaching English literature in the USSR/Russia as a part of curriculum which is meant to form students' philosophy of life, to offer awareness of the country history, culture, and presents results of research on student views on the way we teach literature now.

TERRY LAMB. *PEDAGOGY FOR AUTONOMY IN LANGUAGE EDUCATION AND BEYOND: KEY SHIFTS AND INTERDISCIPLINARY PERSPECTIVES*

Pedagogy University of Westminster, UK

Abstract: The focus on learner autonomy in language learning gained momentum in the late 1970s, exploring the ways in which learners can take charge of their learning. Since then the construct has evolved into a fully-fledged pedagogy for autonomy through a series of shifts, encompassing, for example, work on teacher autonomy, sociocultural aspects of autonomy, and critical autonomy, before the most recent spatial and multilingual turns. This presentation provided an overview of these developments and how they are reflected in research and practice.

Key words: pedagogy for autonomy, language learning, critical shift, multilingualism

The focus on learner autonomy in language learning gained momentum in the late 1970s, exploring the ways in which learners can take charge of their

learning (Holec, 1980). It has been described as encompassing two complementary theoretical orientations: the first, self-management, focuses on learning environments in which learners are enabled to take decisions about the content and processes of their learning; the second, self-regulation, focuses on the cognitive and metacognitive capacities which enable learners to take responsibility for and manage their learning (Jiménez Raya and Lamb, 2008).

Although early research and practice in the field began in self-access learning, this rapidly shifted to classroom contexts, introducing a new focus on the teacher, whose power to create an autonomy-enabling classroom or not influences the extent to which learners are enabled to construct and manage their own learning rather than experiencing learning as knowledge transmission. This shift also introduced explorations of the construct of teacher autonomy, which has been defined in various ways: these range from the capacity to take responsibility for one's own teaching and professional development, to the ways in which teachers, through critical reflection, may liberate themselves from previous beliefs and assumptions about the ways in which learning and teaching occurs, enabling them to address external constraints (such as examinations, resources, prescriptive curricula and pedagogies) and internal constraints (including learner and teacher beliefs) (Lamb and Reinders, 2008; Little, 1995). In this critical shift, the overall project of education, whether occurring within an institution or beyond, has been addressed through considerations of power relationships and (languages) education as empowerment and transformation (Jiménez Raya, Lamb and Vieira, 2007; 2017).

Recognition that learner autonomy rarely involves learners learning in isolation also led to theoretical consideration of sociocultural frameworks as a dynamic, situated construct, operationalised in multifarious ways. As the field expanded and matured, further shifts involved drawing on a range of other constructs, such as motivation and identity as well as the affordances of technology beyond the classroom (Murray, Gao and Lamb, 2011). More recently, a spatial shift has emerged, which explores the dynamic relationships between the interdisciplinary constructs of space, place and autonomy, acknowledging that learning occurs not only within formal education spaces but beyond (Murray and Lamb, 2018). An extension of this work has led to the current multilingual shift (Benson and Lamb, 2021), drawing on disciplines such as urban sociology and human geography, arguing that the strategies used by plurilingual communities in cities represent a form of collective autonomy in urban spaces (Lamb and Vodicka, 2018).

References

1. Benson, P. & Lamb, T.E. (2021). 'Autonomy in the Age of Multilingualism'. In Jiménez Raya, M. & Vieira, F. (eds) *Autonomy in Language Education: Theory, Research and Practice*. New York & London: Routledge: 74–88.
2. Holec, H. (1980). *Autonomy and foreign language learning*. Strasbourg: Council of Europe.
3. Jiménez Raya, M. & Lamb, T.E. (2008). Manifestations of autonomy in the school curriculum. In M. Jiménez Raya, M. & Lamb, T.E. (eds) *Pedagogy for autonomy in*

- modern languages education: Theory, practice, and teacher education (pp. 58–76). Dublin: Authentik.
4. Jiménez Raya, M., Lamb, T.E. & Vieira, F. (2007). Pedagogy for autonomy in language education in Europe: A framework for learner and teacher development. Dublin: Authentik.
 5. Jiménez Raya, M., Lamb, T.E. and Vieira, F. (2017). Mapping autonomy in languages education: A framework for learner and teacher development. Frankfurt am Main: Peter Lang.
 6. Lamb, T.E. & Reinders, H. (eds). (2008). Learner and teacher autonomy: concepts, realities and responses. Amsterdam: John Benjamin.
 7. Lamb, T.E. and Vodicka, G. (2018). 'Collective autonomy and multilingual spaces in super-diverse urban contexts: Interdisciplinary perspectives'. In Murray, G. and Lamb, T.E. (eds) Space, place and autonomy in language learning. London: Routledge.
 8. Little, D. (1995). Learning as dialogue: the dependence of learner autonomy on teacher autonomy. *System*, 23(2), 175–182.
 9. Murray, G. and Lamb, T.E. (eds) (2018). Space, place and autonomy in language learning. London: Routledge.
 10. Murray, G., Gao, X. & Lamb, T.E. (eds.) (2011). Identity, motivation and autonomy in language learning. Bristol: Multilingual Matters.

ANDREI A. LIPGART. *FUNCTIONAL STYLISTICS IN AN ELT CLASSROOM*

Lomonosov Moscow State University, Russia

Abstract: The paper focuses on the role of functional-stylistic theory in equipping students with the reliable knowledge of language.

Key words: English language teaching, functions of language, functional styles

English language teaching is often based on improvisation which for all the creativity involved is misplaced when it comes to providing students with reliable systematic knowledge of the language. There are some key-principles not to be ignored when teaching material is chosen, and these principles are connected with the functional-stylistic theory taking into account the three basic functions of language and the regular manifestations of these three in the five main functional styles of any developed literary language.

TAMARA B. NAZAROVA. *A COURSE OF TEFL (TEACHING ENGLISH AS A FOREIGN LANGUAGE) AT MOSCOW STATE UNIVERSITY: TRANSFERABLE SKILLS AND LASTING VALUE*

Lomonosov Moscow State University, Russia

Abstract: The Plenary detailed the structure and scope of the TEFL course elaborated for the advanced students of English as part of their pre-service teacher education. The Plenary also showed how the key concepts, principles, approaches, methods and techniques assembled and presented in the seven parts of the course prepare the learners for self-assessment in terms of their own competence and performance to be further extended and applied to their classroom experience of teaching others and therefore conducting needs analysis, identifying priority needs and designing a

learner-oriented multi-strand syllabus organized around a balanced mix of language systems and language skills.

Key words: pre-service teacher training, language systems, language skills, self-assessment, learner needs, priority needs, syllabus, multi-strand syllabus, curriculum

The course of lectures detailed in the Plenary talk at the LATEUM 2021 Conference (September 22–24, Moscow, Russia) was created at the English Department (Faculty of Philology, Lomonosov Moscow State University) as far back as 2003 for the 5th year students (специалитет) (cf.: graduate course in language teaching) [2, p.VII] who were professionally interested in English as their first foreign language and were planning to take up a career in English language teaching (ELT). Later, due to some of the fundamental changes in the educational system of the Russian Federation, the course was adapted to the needs of the 3rd year BA students of English as a foreign language (бакалавриат) (cf.: undergraduate course in language teaching) [2, p.VII].

Over the years, given the significance of this subject area for those who specialize in English language learning on a day-to-day basis, the course was expanded and revised in an ongoing way to embrace and reflect a wide range of themes and interrelated issues, for example: English as a world language; English as a first language (EFL), English as second language (ESL), English as a foreign language (EFL); regional variation at large and the distinction between regional dialect (RD) and regional accent (RA); Standard English (or the standard variety of an English-speaking country), Standard British English (SBrE) vs Standard American English (SAmE) as the two leading and competing standard dialects with their respective standard pronunciation variants – Received Pronunciation (RP) and General American (GA). The course of TEFL also details in several successive lectures what is known as **language systems (навыки) & language skills (умения)**, i.e. teaching pronunciation, teaching grammar, and teaching vocabulary as distinct from teaching active (or productive) skills like speaking and writing vs teaching passive (or receptive) skills like listening and reading. The two underlying principles that cut across all these areas of inquiry are: **pedagogical conservatism vs pedagogical innovation; intrinsic diversity vs arbitrary order.**

The third subsection in the overall structure of the course introduces the advanced students of English to the essential concepts that apply to the language teacher, on the one hand, and the language learner, on the other hand. The list of key concepts is too long to be cited in full, and therefore naming some of the core terms will make sense to both novice and experienced teachers of English as a foreign language: teacher education (pre-service & in-service teacher training), continuous professional development (CPD), teacher autonomy, teaching style, teaching vs learning; needs analysis (or needs assessment), learner training, learning to learn, motivation (intrinsic & extrinsic), language learning styles and language learning strategies, learner autonomy; principles, approach(es), method(s) and technique(s), teaching materials and testing procedures, syllabus

and syllabi (both single-strand vs multi-strand syllabuses), the National Curriculum and the university curricula, lesson planning and lesson structure, classroom dynamics and classroom management, reflective practice and robust reasoning.

How does one ensure that the course of TEFL has equipped the students with a set of transferable skills? How can one prove that something of lasting value has been instilled in the students (cf: “What can I give them that will be of lasting value, in whatever different ways their careers may later diverge?”) [1, p. 44]? What do students make their own and take with them to be further applied to their language use and language teaching across real-life situations and professional settings? Answering the questions I ask at the start of every successive lecture as we move from theme to theme (and from subject to subject), or engaging the students in brief discussions at the end of the course when their final check-up takes place are useful activities but far from enough. The regular weekly summing up of the contents of the select articles they read as part of their Reading file gives one an idea of the knowledge being accumulated but can hardly demonstrate transferable skills.

What I do after the course is over is as follows: as I meet the same advanced language learners six months later when they become 4th year BA students who are expected to study Business English, I interview them individually, encouraging them to re-visit the essentials of TEFL and provide relevant answers to some of the more important questions: What is the difference between curriculum and syllabus? Which of the two are we going to detail before we pass on to our weekly classes of Business English? Are we going to study General Business English (GBE) or Business English for Specific Purposes (BESP)? Is the syllabus going to be single-strand or multi-strand? What approaches are we going to use?

Step by step, I elicit the much-needed answers, correcting and at times editing, re-phrasing or re-dressing them so that there would be a demonstrable conceptual and cognitive link between their previous studies and the new area of inquiry that I am supposed to teach and they are encouraged to acquire and put to good use once they graduate, apply for jobs, join a community of practice and, as we all hope, stay employable in the dynamic and increasingly globalized communicative space across cultures and ELT classrooms.

References

1. Common European Framework of Reference for Languages: Learning, teaching, assessment. 2007. Cambridge University Press. Council of Europe.
2. Longman Dictionary of Language Teaching & Applied Linguistics. Third edition. 2002. Pearson Education Limited.

MICHAŁ B. PARADOWSKI*, MAGDALENA JELIŃSKA*; ANDRZEJ JARYNOWSKI†. *LANGUAGE AND LINGUISTICS INSTRUCTORS AND STUDENTS UNDER LOCKDOWN: IDENTIFYING THE PREDICTORS OF COPING AND SUCCESS*

**Institute of Applied Linguistics, University of Warsaw*

†Institut für Veterinär-Epidemiologie und Biometrie, Freie Universität Berlin

Abstract: The paper focuses on the implications of the COVID-19 pandemic for LT and LL in both secondary and tertiary education.

Key words: COVID-19 pandemic, transition to emergency remote instruction, school closures, coping, global survey

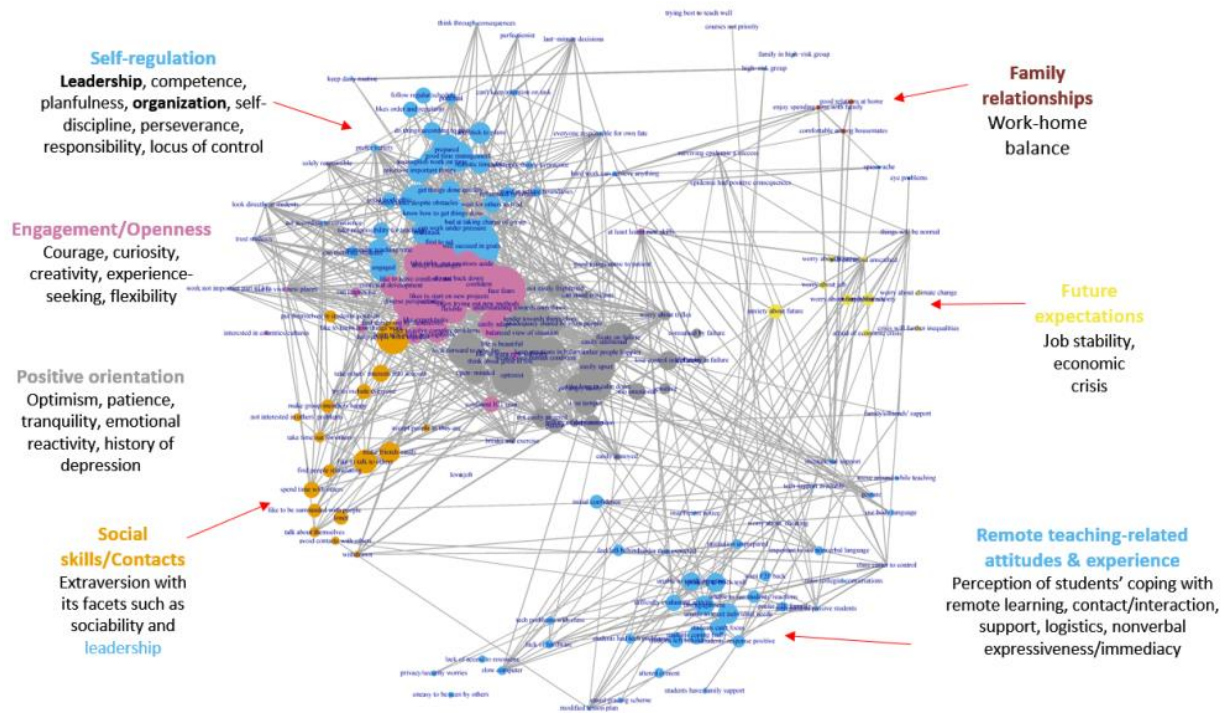
During the first wave of the COVID-19 pandemic, over 6,000 language teachers and learners from 118 countries filled out an online questionnaire investigating their handling of the transition to emergency remote instruction.

Inferential analyses of responses from language instructors (<http://schoolclosure.ils.uw.edu.pl/publications/>) indicate that:

- gender was predictive of teacher engagement, but not negative affect, psychological overload, perception of student coping, or concerns about learning outcomes;
- teachers coped better when they worked in higher education and used real-time synchronous delivery;
- educators in developing countries were more engaged;
- psychological overload was mediated by perception of student coping;
- instructors' stress levels were affected by anxiety about the future, living conditions, self-acceptance, appraisal of the situational impact, course optionality, and perceived effectiveness of virtual delivery;
- teachers felt that remote instruction depressed students' progress by around 64% (!) compared with in-person classes;
- future learning outcomes are the biggest cause for concern in beginner-level classes;
- the breakup of some constructs in clusters of naturally correlating variables suggest that in crisis situations these may function differently than during 'business as usual' (Fig. 1).

All the survey respondents also answered questions about the languages they speak and CEFR-aligned level of competence in each. We will demonstrate how the number of languages spoken weighted by the proficiency level moderates participants' coping behaviour in and attitudes to emergency remote instruction.

We also discuss factors distinguishing better- and worse-coping language learners.



References

1. <http://schoolclosure.ils.uw.edu.pl/publications/>.
2. Jelińska, M., Paradowski, M.B. (2021). Teachers' engagement in and coping with emergency remote instruction during COVID-19-induced school closures: A multi-national contextual perspective. *Online Learning Journal*, 25(1), 303–328. 10.24059/olj.v25i1.2492 [Special Issue on the COVID-19 Emergency Transition to Remote Learning].
3. Jelińska, M., Paradowski, M.B. (2021). Teachers' perception of student coping with emergency remote instruction during the COVID-19 pandemic: The relative impact of educator demographics and professional adaptation and adjustment. *Frontiers in Psychology*, 12, 648443. 10.3389/fpsyg.2021.648443 [research topic "Coronavirus Disease (COVID-19): Psychoeducational Variables Involved in the Health Emergency"].
4. Jelińska, M., Paradowski, M.B. (2021). The impact of demographics, life and work circumstances on college and university instructors' well-being during quaranteaching. *Frontiers in Psychology*, 12, 643229. 10.3389/fpsyg.2021.643229 [research topic "COVID-19 and Beyond: From (Forced) Remote Teaching and Learning to 'The New Normal' in Higher Education"].
5. MacIntyre, P.D., Gregersen, T., Mercer, S. (2020). Language teachers' coping strategies during the COVID-19 conversion to online teaching: Correlations with stress, wellbeing and negative emotions. *System*, 94, 102352. 10.1016/j.system.2020.102352.
6. Meyer, R.D., Dalal, R.S., Hermida, R. (2010). A review and synthesis of situational strength in the organizational sciences. *Journal of Management*, 36(1), 121–140. 10.1177/0149206309349309.
7. Paradowski, M.B., Jelińska, M. (under review). Teaching languages online through the COVID-19 pandemic: Prior experience, perception of challenges, and course level predict technological engagement and concerns about learning outcomes.
8. Resnik, P., Dewaele, J.-M. (2021). Learner emotions, autonomy and trait emotional intelligence in 'in-person' versus emergency remote English foreign language teaching in Europe. *Applied Linguistics Review*. 10.1515/applirev-2020-0096.

VERA I. ZABOTKINA. *COGNITIVE MECHANISMS OF LINGUISTIC CREATIVITY*

Russian State University for the Humanities, Russia

Abstract: The paper concentrates on the triad: language-creativity-cognition and the interrelation between language use, the cognitive and linguistic structures. We build on the dichotomy ‘language system creativity’ vs ‘language user creativity’. We hold that the main cognitive mechanisms involved in creativity are as follows: deviation-analogy-inference. We distinguish between three types of deviation: semantic (“sign-referent” relation), pragmatic (“sign-user” relation) and conceptual (relations between conceptual structures of original and new meanings). Special emphasis is on the mechanisms of conceptual metaphor and conceptual blending.

Key words: linguistic creativity, cognitive mechanisms, conceptual domains, conceptual integration/blending, deviation

The paper concentrates on the triad: language-creativity-cognition and the interrelation between language use, the cognitive and linguistic structures. We build on the dichotomy ‘language system creativity’ vs ‘language user creativity’.

For the past few years there have appeared new approaches and theories of creativity such as Collaborative creativity (adaptive, responsive to previous texts and practices embedded in discursive activity around relationships and identities (Swann & Deumert 2018; Jones 2012), team creativity (Reiter-Palmon; Leone 2019).

We distinguish between three types of deviation: semantic (“sign – referent” relation), pragmatic (“sign – user” relation) and conceptual (relations between conceptual structures of original and new meanings). The first step in the development of a new creative meaning is pragmatic deviation. The new meaning of a word originates from the creative novel use of a traditional word in a non-typical linguistic environment. The speaker/writer as if invites the listener/reader to infer the nuances of the new creative meaning which arose due to deviated use of a word in a novel, non-typical context). When the individual invited inference is shared and adopted by more than one speaker, it becomes generalised or conventionalized (cf. Traugott and Dasher, 2002). At a later stage it is semantised into a new coded meaning of the word with its own conceptual structure underlying it. A new meaning is recorded in the dictionary.

In connection with this we pose the question about constraints of deviation. What limits the deviation? We argue that the constraints of deviation are imposed by the conceptual structure underlining the original meaning of the word. We will consider a various types of conceptual deviation which result in conceptual derivation. We will tackle the conceptual widening (generalization), e.g. aggressive in the meaning “enterprising, energetic”; conceptual narrowing (specialization), e.g. woke – responsive to social issues (in connection with Brexit); enantiosemy, e.g. ‘cheesy’ as ‘cheap’ or ‘wicked’ – ‘terrific, awesome’.

At the level of interaction between conceptual domains, the following cognitive mechanisms of creativity are at work: conceptual metaphor,

conceptual metonymy, conceptual blending. The mechanism of conceptual blending is opposed to the algorithmic approach to lexical meaning. Conceptual blending is not algorithm-based, but intuition-based. It lies at the basis of all types of linguistic creativity.

References

1. Jones R.H. (2012). Discourse and creativity. London, Pearson Education.
2. Reiter-Palmon, R. & Leone, S. (2019). Group dynamics and team creativity: the contribution of Kurt Lewin to the study of teams, creativity, and innovation. In The creativity reader. Oxford University Press.
3. Swann, J. & Deumert, A. (2018). Sociolinguistics and language creativity. Language sciences.
4. Traugott E.C., Dasher R (2002). Regularity in Semantic Change. Cambridge, 2002.

ЗЫКОВА ИРИНА ВЛАДИМИРОВНА. *ЛИНГВИСТИЧЕСКАЯ VS. ПОЛИМОДАЛЬНАЯ КРЕАТИВНОСТЬ В КОНСТРУИРОВАНИИ ПОЭТИКИ КИНОДИСКУРСА: ТЕОРИЯ И МЕТОД*¹

Институт языкознания РАН, Россия

Аннотация: Цель исследования – развитие теории и методов анализа креативного потенциала языка в полимодальном (кинематографическом) дискурсе. В качестве материала используются отечественные и англоязычные фильмы известных кинорежиссеров. Трактовка понятия «лингвокреативность» и комплексный подход к изучению стоящего за ним феномена, разработанные в результате проведенного исследования, позволяют оценить роль языковых знаков в создании кинематографической образности и их вклад в конструирование поэтики кинодискурса.

Ключевые слова: лингвокреативность, поэтика кинодискурса, полимодальность

Современная культура развивается под знаком глобальной интеграции, стимулируемой безграничными возможностями высоких технологий. В филологической науке эта тенденция проявляется сразу в нескольких взаимообусловленных планах. Прежде всего, необходимо отметить значительное расширение исследовательской проблематики, одно из центральных положений в которой занимают сегодня вопросы многоканальной или мультимодальной коммуникации. Сложность данного объекта требует консолидации научных усилий специалистов из разных областей гуманитарного знания и обуславливает расширение филологических границ за счет стремительного развития различных междисциплинарных и трансдисциплинарных направлений. К числу таких активно формирующихся в настоящее время трансдисциплинарных

¹ Исследование выполнено за счет гранта Российского научного фонда (проект №19-18-00040) в Институте языкознания РАН.

The research is financially supported by the Russian Science Foundation (project № 19-18-00040) and is carried out in the Institute of Linguistics of the Russian Academy of Sciences.

направлений относится поэтика кино, занимающаяся изучением принципов (способов, стратегий) взаимодействия разного рода кодовых и модальных систем в конструировании аудиовизуальных (кинематографических) образов в разных медиа средах (кино, рекламе, профессиональной коммуникации и др.) и их роли в широком социокультурном контексте (Bordwell, 2007; Müller, Kappelhoff, 2018). Такие исследования позволяют по-новому подойти к решению исконно лингвистических проблем, касающихся природы языка, его сущностных свойств и креативных возможностей, реализующихся в процессе его функционирования в быстро меняющемся коммуникативно-дискурсивном пространстве. Также возникает проблема определения роли языка в современной, визуальной или, скорее, «софт» культуре.

В своем исследовании мы обращаемся к следующим взаимосвязанным вопросам: Что представляет собой креативный «функционал» языковой системы в кинодискурсе? Какова роль языка в создании полимодальной (кинематографической) образности? Как соотносятся лингвистическая и полимодальная (мультимодальная) креативность? Каким образом происходит лингвокреативное моделирование кинодискурса? При изучении данных вопросов мы учитываем специфику исторического развития поэтики кино, особое значение в котором имеет эволюция взглядов о роли слова в кинематографе. Основное внимание в нашей работе уделяется методологии изучения лингвистической креативности, разработка которой потребовала осмысления в новом ключе таких, в частности, понятий, как «поэтика кинодискурса», «лингвокреативность», «кинематографическая перформативность», «аудиовизуальный образ», «кинематографический троп», «поэзис киновоприятия», «кинометафора». Создаваемая нами методология в целом направлена на изучение проявления креативных возможностей языка на самых разных уровнях и этапах полимодального построения образной системы разножанровых кинопроизведений и кинодискурса как такового. Результаты исследования позволяют оценить роль языка как креативного модулятора в организации фикционального пространства кинопроизведения, в создании многомерной полимодальной образности, направленной на достижение ключевой прагматической задачи кинопроизведения и оказания определенного лингвоэстетического и прагматического воздействия на реципиента.

References

1. Bordwell, D. (2007). *Poetics of cinema*. New York (N.Y.)/London: Routledge, 512 p.
2. Müller, C., & Kappelhoff, H. (eds.) (2018). *Cinematic metaphor: Experience – affectivity – temporality*. Berlin: DeGruyter, 280 p.

EKATERINA MIKHAILOVSKAYA. *MULTIMODAL LITERACY AS A LINGUISTIC COMPETENCY**Lomonosov Moscow State University*

Abstract: The paper tackled the contemporary state of multimodal pedagogy and its implications for tertiary education in Russia.

Key words: multimodal literacy, linguistic competency

The paper focused on multimodal literacy within the framework of university teaching and researching language. In the modern world of interactive digital media used for personal and professional needs, multimodal literacy appears to be one of the fundamental requirements for a linguist. The analysis of samples of various national and international EL examinations shows that they comprise a number of assignments which, together with the purely linguistic competencies, is supposed to assess the ability of the students to analyse multimodal textual varieties and present the results of the analysis in a concise verbal form (IELTS, IB, RSE starting from 2022 etc.). Such mandatory tasks contain infographics (charts, diagrams, tables, cartoons, comics, posters, commercials) which go beyond verbal, and may be presented in a metaphorical way, relying on the synthesis of the verbal and the non-verbal signalling systems. Within the university, multimodal literacy becomes part and parcel of the number of contextualized professional competencies which are essential in LL and LT and may become indispensable in further professional orientation of the graduates. The paper highlighted further implications for the university language and linguistics curriculum.

≡ ACADEMIC ENGLISH: RESEARCH AND PRACTICE

NIKITA V. EISMONT. *COLLOCATIONS WITH TERMS AND UNSTABLE TERMINOLOGICAL WORD-COMBINATIONS: IMPLEMENTING THE LEXICAL APPROACH FOR THE ACQUISITION OF SUBJECT-SPECIFIC VOCABULARY IN TEACHING ESP*

Lomonosov Moscow State University, Russia

Abstract: The report deals with the issues of implementing the Lexical Approach for the introduction and activation of subject-specific (terminological) vocabulary for ESP.

Key words: English for specific purposes, ESP, terminology, collocations with terms, terminological word-combinations, Lexical Approach, subject-specific vocabulary

Раздел прикладной лингвистики, посвященный особенностям использования английского языка в конкретной области человеческой деятельности, называется «английский для специальных целей» (English for Specific Purposes, ESP). Предмет изучения ESP включает языковые средства, навыки и жанры, присущие специфической деятельности, которую обучающиеся должны осуществлять в условиях англоязычного лингвистического окружения. Освоение специализированной лексики имеет ключевой характер при обучении ESP по следующим причинам: 1) знание студентами изучаемой дисциплины непосредственно связано со знанием терминологии этой дисциплины; 2) понимание и использование специализированной лексики является необходимым условием для (само)идентификации обучающихся в качестве полноправных членов профессионального сообщества; 3) объем лексического запаса, необходимого для освоения конкретной специальности, велик и составляет от 1000 до 5000 единиц в зависимости от сферы деятельности.

Краткий обзор существующих методик преподавания показывает, что в контексте ESP одним из наиболее предпочтительных подходов является лексический подход, который рассматривает освоение лексики и примеров сочетаемости слов в словосочетаниях различной степени устойчивости в качестве ключевого элемента овладения иностранным языком. Лексический подход позволяет представить некоторые грамматические явления и функции посредством вышеупомянутых словосочетаний, и кроме того, не отвергает перевод как вид учебной деятельности. Одно из главных преимуществ коммуникативной методики, ее гибкий характер, необходимый для освоения разносторонней тематики общего курса английского языка, является недостатком при обучении ESP, где правила употребления более строги и определяются требованиями специализированных регистров.

Основу специфического словаря любой сферы деятельности составляет терминология. Изучение различных жанров ESP позволяет рассматривать понятие «терминосодержащее словосочетание» как

основную конструкцию, в которой пересекаются разнообразные лексико-семантические поля обыденного языка и лексико-семантические поля терминологии различных областей знания. Также оно позволяет выявить слова общего языка, которые позволяют воплести научные концепции, выражаемые в языке с помощью терминов, в языковую ткань дискурса. Лексический подход предоставляет широкий инструментарий для введения и активизации терминологической лексики в рамках ESP, что подробно рассматривается на примере курса английского языка для студентов-химиков.

References

1. Paltridge, B. & Starfield, S. (Eds.). (2013). The handbook of English for specific purposes. Hoboken, Wiley.
2. Lewis, M. (2008). Implementing the Lexical Approach: Putting Theory into Practice. Heinle, Cengage Learning.
3. Lewis, M. (1993). The Lexical Approach. The State of ELT and a Way Forward. Hove, Language Teaching Publications.
4. Hutchinson, T. & Waters A. (1987). English for specific purposes. A learning-centred approach. Cambridge, Cambridge University Press.
5. Huddleston, R. & Pullum, G. K. (2002). The Cambridge Grammar of the English Language. Cambridge, Cambridge University Press.
6. Nation, P. (2001). Learning Vocabulary in Another Language. Cambridge, Cambridge University Press.
7. Akhmanova, O. & Agapova, G. (Eds.). (1974). Terminology: Theory and Method. Москва, МГУ.

LARISSA A. MANERKO. *VERBAL AND VISUAL METAPHOR IN WRITTEN AND ORAL ACADEMIC DISCOURSE*

Lomonosov Moscow State University, Russia

Abstract: Modern academic discourse doesn't look as something stable, created according to the standards of disciplinary scientific conventions. It occurs that human intellectual activity is sometimes expressed by the combination of deliberate metaphor and multimodality discussed on the basis of cognitive and functional mechanisms. The dynamics of human knowledge in academic discourse is revealed by verbal and visual metaphors in the paper, where profiling, image schemas, blending and mental spaces are discussed.

Key words: English academic discourse, verbal metaphor, visual metaphor, cognitive mechanisms

A scientific text is always standing at the crossroads of several constraints brought by the norms and standardizing conventions of disciplinary discourses and LSP, on the one hand, and tendencies of science developments, human creativity and individual cognitive mechanisms, on the other. "Social semiotics" applied to language communication (Halliday, 1985, 11) and culture crossed the line of new and innovative ways of terminological expression in discourse. Multimodality and "mediation" (Bonacchi and Carpinski 2014, 5; Манерко 2016) are semiotic devices specified by metaphors and other conceptual

processes in discourse. This makes a cognitive and functional turn in academic discourse studies pertaining to terminological and LSP research.

Metaphor as part and parcel of human scientific worldview is conditioned by the necessities “to transfer new knowledge about the cognized object” aimed at the addressee (Алексеева и др. 2013: 23).

This material discusses various kinds of metaphor in academic discourse and points at adjacent issues concerning LSP and multimodality research. The metaphorical projection in written and oral professional discourse serves the purpose of nomination and clarifies the described concept with an implicit comparison aimed at the recipient. The “cascade” metaphor (the term of G. Lakoff) as a 2nd kind of metaphor in academic and popular scientific articles becomes an explanatory device uniting general and professional pictures of the world according to the pragmatic purpose. Verbal and visual metaphors in academic discourse as a discursive innovation are analysed with the help of cognitive mechanisms including profiling, image schemas, blending and mental spaces.

Multimodal metaphors observed in scientific publications with a new kind of graphical abstracts refer to cognitive models emerging in sometimes incompatible framework representations. They open a relatively new area of an academic inquiry. The multimodal metaphorical image in graphical abstracts reveals the obvious importance of science and technology in modern society associated with multimodal playfulness and humour. These images including verbal and visual metaphors serve the semantic, intersemiotic as well as pragmatic and “edutainment” (“education + entertainment”) purposes of the audience.

References

1. Алексеева Л.М., Ивинских Н.П., Мишланова С.Л., Полякова С.В. Метафора в дискурсе. Пермь: Пермский гос. нац. исследовательский университет, 2013.
2. Манерко Л.А. Мультимодальность дискурса как основа для междисциплинарных когнитивных исследований // Когнитивные исследования языка. Вып. 27: Антропоцентрический подход в когнитивной лингвистике: сб. науч. трудов / Отв. ред. В.З. Демьянков. М.; Тамбов. 2016. С. 720–730.
3. Bonacchi S., Karpinski M. Remarks about the use of the term “multimodality”. Journal of Multimodal Communication. 2014. Vol. 1. P. 1–7.
4. Halliday, M.A.K. An introduction to functional grammar. L.: Edward Arnold, 1985.
5. Le Vine, Ph., Scollon, R. Discourse and technology: Multimodal Discourse Analysis. Washington, D.C.: Georgetown Univ. press, 2004.

OLGA I. OPARINA. *THE CONCEPT OF KNOWLEDGE IN THE TEXTS ON PHILOSOPHY*

Lomonosov Moscow State University, Russia

Abstract: Academic discourse is aimed at knowledge dissemination. Notwithstanding formalization and neutrality of this kind of discourse, it deals with language personality, the time, global events and tendencies reflected by the key concepts. Considering AD, the concept KNOWLEDGE is substantial. The examination of the

lexical units comprising this concept illustrates the trends in knowledge understanding in the articles on Philosophy. The study reveals the most frequently used lexical units, their context, and compatibility demonstrating the ways of knowledge acquisition and its essence as such.

Key words: academic discourse, knowledge, concept, lexical units, philosophy

Academic discourse is aimed at knowledge dissemination. Notwithstanding formalization and neutrality of this kind of discourse, it deals with language personality, the time, global events and tendencies reflected by the key concepts. Considering AD, the concept KNOWLEDGE is substantial. The examination of the lexical units comprising this concept illustrates the trends in knowledge understanding in the articles on Philosophy. The study reveals the most frequently used lexical units, their context, and compatibility demonstrating the ways of knowledge acquisition and its essence as such.

The process of cognition forms an individual picture of the world which reflects the worldview shaped on the basis of many factors gradually changing the existing ideas. Academic discourse is aimed at knowledge dissemination, and opinion exchange. Notwithstanding impersonality and neutrality of this kind of discourse, it deals with language personality. Other factors being substantial are the time of text creation, global events and tendencies. The changes are reflected by the key concepts such as KNOWLEDGE.

The articles on Philosophy from Internet edition are chosen as the material of the study. The selected articles (10) can be referred to popular science texts. Philosophy is viewed against modern realia background (pandemic, transplants, artificial intelligence, truth in politics, limited opportunities of travelling, quantum theory and etc.).

The considered lexical units are *knowledge*, *data*, *information*, *view*, *idea*, *assumption*, *theory*.

The study includes several steps:

- to reveal the lexical units in each article,
- to set their frequency,
- to consider the context of their usage, combinability.

The study reveals the following results.

- It was found out the central lexeme *knowledge* is used in only 2 articles, some contain verb (*know*) and past participle (*well-known*, *better known*).
- The lexeme *information* is used only once in one article as well as the verb *inform*.
- The interesting situation relates to lexeme *data*. Regardless the fact that this word is usually associated with Computer Science, it can be seen in the articles with no reference to the sphere of computers while preserving the grammatical form (*data* – singular).
- More or less frequently used lexemes are *view*, *idea* and *theory*. They can be found in most of the articles with not a high frequency.

- The use of the lexemes in the first, nominative meaning that is given in dictionaries.
- The obtained results demonstrate the tendency to avoid the words *knowledge* and *information* regarded to be the center of the concept and replace them by the words with more concrete meaning.

References

1. Cambridge Dictionary. (2021). Electronic resource. Retrieved July 30, 2021 from dictionary.cambridge.org.
2. Engberg, Jan. (2007). “Specialized knowledge as an evolving entity: The case of concepts from Consumer Credit Law Of EU” XVI European Symposium on language for Special Purposes (LSP) “Specialized Language in Global Communication”: Book of Abstracts.Hamburg,34–35.
3. Komova, T.A. (2013). Linguistic personality: From the word to the text (on the material of English language discourse). Moscow: “Librocom”. (In Russian).
4. Teun A. van Dijk. (1989). Language. Cognition. Communication. Moscow: Progress Publ. (In Russian).

OLGA M. OVCHINNIKOVA. ACADEMIC ENGLISH COURSE FOR MASTER STUDENTS IN SPACE RESEARCH

Lomonosov Moscow State University, Russia

Abstract: The paper summarizes the experience of teaching academic English to Russian students engaged in space research, i.e. spaceflight dynamics studies. The background of the course, principles of teaching and some features of the course are presented in the paper.

Key words: ELT, ESP, EAP, space research, astrodynamics

In the broad variety of domains of English for Academic Purposes (EAP), courses on the use of the language in space research and applied mathematics appear to be rare. Meanwhile, as these fields are becoming more specialized [1], the need for more specific, subject-based, teaching seems to grow. However, while numerous resources are available for teaching writing of traditional research papers, instructors have little to draw on when working with students in mathematics [2]. In more narrow fields, e.g. EAP for astrodynamics, methodology is elaborated even less, and specialized instructional materials appear to lack. Sharing the experience of teaching EAP in this field, the paper becomes a step towards filling the gap.

The course is taught to the master students of Moscow Institute of Physics and Technology (MIPT) attached to the Keldysh Institute of Applied Mathematics (KIAM) of Russian Academy of Sciences, namely to the Department of Space Systems Dynamics of KIAM. Its members actively publish their works in leading international journals (Q1–Q2) and the work at the department involves skillful academic writing. As most of the department’s newcomers are the master students, the training is organized in the form of a course introduced to their curriculum.

In a concise one-semester training cycle the students learn standards of academic discourse, principles of creating papers and presentations in English, as well as manuscript structure and purposes, contents and features of each section.

The main part of the course consists in the students' work on their own papers on current scientific work. For each lesson the students prepare a draft of a section or its part which is discussed in plenum at the lesson and edited using the results of the discussion. At the end of the term, the students present final versions of the texts and presentations.

The main feature of the course is its focus on the particular specialization of the students and immediate application of the skills. This determines the choice of materials for the practical part: these are articles from main 'target' journals of the department, e.g. *Acta Astronautica*, *Advances in the Astronautical Sciences*, *Advances in Space Research* etc.

Further work on the course's structure is planned to increase its efficiency and enrich the assignment bank for teaching various subject aspects. The subject also offers promising research opportunities: language and structure of astrodynamics papers require deeper analysis and methodology of teaching EAP in this field needs further elaboration.

References

1. K.J. Boudreau, E.C. Guinan, K.R. Lakhani, Ch. Riedl, Looking Across and Looking Beyond the Knowledge Frontier: Intellectual Distance, Novelty, and Resource Allocation in Science. *Management Science* 62(10): 2765–2783. (2016).
2. K.J. Cunningham, A phraseological exploration of recent mathematics research articles through key phrases frame. *Journal of English for Academic Purposes* 25 (2017), 71–83 (2017)

ANASTASIA A. SHARAPKOVA. TRANSDICOURSIVE TRANSFER OF CONCEPTS: A CASE OF MERLIN IN BIOLOGY

Lomonosov Moscow State University, Russia

Abstract: This report overviews the linguistic pathways and conceptual changes a fictional character from Arthurian myth underwent once transferred to biomedical sciences and having entered competitive variance relationship with other terms introduced at the same time (schwannomin) and later (Nf2 protein). I discuss those core conceptual characteristics that become actualized in scientific discourse depending on the protein properties and functions as well as the biology subareas it is used. The term allows for creativity to be exploited based on periphery conceptual features.

Key words: Arthurian myth, terminological variance, knowledge structures, scientific discourse

In this work I analyze how Merlin, a fictional character from Arthurian myth, became transferred as a concept to discourse of biomedical sciences. The cognitive linguistic methodology and discourse analysis are used to outline the linguistic pathways and conceptual changes accompanying this peculiar case of a transdicursive transfer. Once being introduced, term “merlin” entered a

complex variance relationship with other terms in the area. Namely, the term “schwanominn” was introduced the same year as “merlin” – 1993 yet published in another journal by the other group of researchers. For some period of time, these terms coexisted first being the complete terminological synonyms, but later they seem to be used in different type of papers and in different subareas of biomedical research. “Merlin” is preferred in basic science and “schwamomin” – in biomedical research.

“Merlin” is a term formed as a backronym from “moesin-ezrin-radixin-like protein” and it fits into the name of the enigmatic character of a druid carrying literary connotations. Applying the cognitive linguistic methodology (analysis of lexicographic entries, analysis of dictionaries of associations), we first outlined the initial conceptual structure. Then we studied the discursive features of the term “merlin” and pinpoint those characteristics that get actualized in scientific papers. To enforce the allusion, it was initially accompanied by words typically used with human beings rather than with inanimate objects. Analyzing all the collected examples we could outline four major pathways “merlin” could take based on the core conceptual characteristics. They are as following: the druid-protector, thus giving rise to the concept of the protein having tumor protective functions, druid-councilor having access to knowledge and information, thus pointing to the protein transmitting some signals, druid-wizard being elusive and enigmatic, thus performing so many function difficult to track down and identify, and druid-mediator living between two worlds, thus contributing to two important biological processes at once. These pathways most clearly fit into the slots provided by the structure of the original concept. Moreover, the term allows for creative potential to be unleashed exploiting those structures and transferring them to another knowledge domain. As compared to schwanomin, merlin is preferred in review papers and seems to serve as a marker of some yet unresolved questions of basic science.

Concluding, this case proves that the initial image complexity does not pose a problem for a term but rather facilitates knowledge construal largely relying on the initial knowledge structures provided in fictional discourse.

LILIA N. SHEVYRDYAEVA. USING CORPUS METHODS FOR TEACHING DISCIPLINE-SPECIFIC ACADEMIC VOCABULARY: BIOLOGY ACADEMIC WORD LIST

Lomonosov Moscow State University, Russia

Shenzhen MSU-BIT University, China

Abstract: This paper presents corpus-based discipline-specific Biology Academic Word List (BAWL) of written texts in life sciences. BAWL includes 711 word families, selected on the basis of high levels of frequency, range and uniformity, which collectively account for 19.52% coverage of research writing in life sciences. BAWL provides a useful academic word pool for intermediate to advanced learners of ESAP and early career researchers. The paper also presents a variety of corpus-based exercises developed for the graduate-level course of EAP in biology.

Key words: academic vocabulary, academic word list, academic English

Corpus-based discipline-specific word lists are a convenient tool of both investigating and teaching specialized vocabulary. Word lists are used to establish which words learners are likely to encounter most frequently in disciplinary academic discourses and in what contexts and, on the basis of this evidence, to decide which words should be concentrated on in teaching materials and in the classroom. The most influential word list in recent years has been the Academic Word List (AWL) containing 570 word families (Coxhead, 2000). The methodology of compiling word lists is now well-established and has been confirmed in a range of studies across genres, types of text and corpora and subject areas (e.g. Lei&Liu, 2016; Liu&Han, 2015).

This paper presents the experience of building discipline-specific Biology Academic Word List (BAWL) of written texts in life sciences. To this end Lomonosov Corpus of Modern Biology (LCoMB) was compiled (7 million running words) of research and review articles from high-impact scientific journals (*Nature*, *Science*, *Cell*, etc.). The corpus consists of 7 sub-corpora (about 1 million running words each) covering the major areas of biology (physiology, genetics, molecular biology, ecology, etc.). The word families for the BAWL were selected on the basis of high levels of frequency, range and uniformity. The resulting 711 word families provide 19.52% coverage of research writing in life sciences.

Within the framework of Paul Nation's four strands of learning the vocabulary (Nation, 2016) the paper presents a variety of corpus-based exercises developed for the graduate-level course of EAP in biology which follow the main stages of learning a word from encountering it in the typical contexts in written academic texts through rounds of practice to assessment.

Although most – if not all – papers that present academic word lists argue that academic word lists can be applied in EAP teaching and facilitate the learning process and enhance learning outcomes, very few of them actually provide any specific information on how. This paper presents the author's classroom experience and shares practical conclusions of designing and delivering a course of Academic English to graduate students of biology in Moscow, Russia and Shenzhen, China.

The BAWL provides a useful academic word pool for intermediate to advanced learners of ESAP and early career researchers who need to read and publish scientific articles in English and may have multiple applications in teaching English for research publication purposes in research-informed usage-based materials design, assessment of the vocabulary load of teaching/testing materials, etc.

References

1. Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213–238.
2. Lei, L., & Liu, D. (2016). A new medical academic word list: A corpus-based study with enhanced methodology. *Journal of English for Academic Purposes*, 22, 42–53. doi:10.1016/j.jeap.2016.01.008.

3. Liu, J., & Han, L. (2015). A corpus-based environmental academic word list building and its validity test. *English for Specific Purposes*, 39, 1–11. doi:10.1016/j.esp.2015.03.001.
4. Nation, I. S. P. (2016). *Making and using word lists for language learning and testing*. John Benjamins Publishing.

ELENA SHTEKHMAN, YULIYA MELNIK. *PROBLEMATIC SITUATIONAL TASKS METHOD AT ENGLISH LANGUAGE CLASSES IN HIGHER SCHOOLS*

The Military University of the Ministry of Defense of the Russian Federation, Moscow, Russia

Abstract: The article discusses application of situational tasks method in teaching English language in high school. A situational task is formulated in a way that learners may face in the future. The task is a problem solution which students need to find and provide an answer. Particular emphasis is placed on the improvement of verbal skills. This method promotes vocabulary expansion, vigorous speech development, working out appropriate speech behavior in real communication. Practical orientation of situational tasks involves solution by using obtained knowledge in different topics.

Key words: English language, language development, situational task, discourse.

At the present time higher school is in the state of constant changing and is a subject to endless transformations. Method of situational tasks may be classified as one of the most fruitful and demanded. It is known, that for a long time the method of situational tasks was used only in teaching technical disciplines (Verevkina, 2014). In our times, it is noted that the tendency towards application of this method exists in foreign languages teaching, in particular, English and Russian as foreign language (Irina, 2009; Lah, 2017; Melnikova, 2015; Fedyaeva, Shtekhman, Bestsennaya, & Melnik, 2017).

Experience displays that peculiarity of situational task is in its practical orientation. The principal aims of situational tasks application consist in:

- the development of all kinds of verbal activity;
- mastering communication skills.

While solving of situational task, a student demonstrates his or her creativity and increases the volume of knowledge in a concrete subject.

The materials of this study could be used in practicing instructors of English language working in higher schools. Prospects of the research perform the diagnostic experimental study on application of situational tasks in any higher school, also creation of extensive training instruction based on the results of this research.

References

1. Irina, S. A. (2009) Situational tasks as a means of activating the cognitive activity of middle-level students (on the example of learning English). *Bulletin of the South Ural State Humanitarian and Pedagogical University*, pp. 39–47.
2. Lah, M. (2017). Raising awareness in university students of languages. *La conscientisation des apprenants de langue au niveau universitaire*, *Xlinguae*, 10(4), pp. 320–335.
3. Melnikova E. L. (2015). *Problem-dialogic training: concept, technology, methodology*. Monograph / E. L. Melnikova. – M.: Balass, 2015 – 272 p.

4. Simulation methods in teaching Russian language as foreign in military high school: situational tasks and case studies (2017). Fesenko, O. P., Fedyaeva, E. V., Shtekhman, E. A., Bestsennaya, V. V. & Melnik, Yu. A. Omsk, p. 139.
5. Verevkina, L. E. (2014). Arrangement of students work in situational tasks solutions. Education and Pedagogics Methods and Practice, 13, pp. 141–145.

ELIZAVETA V. TIKHOMIROVA. A MULTIDISCIPLINARY CONFERENCE AS AN ALTERNATIVE TO AN ENGLISH PHD EXAM IN A TECHNICAL UNIVERSITY

Skolkovo Institute of Science and Technology, Moscow, Russia

Abstract: Skolkovo Institute of Science and Technology (Skoltech) awards its own PhD qualifications and also administers PhD candidate examinations. The proposed version of an English PhD candidate Exam mimics a multidisciplinary conference with an online preparatory stage (project submission, peer review and final version) and a final presentation in front of the examination committee and the peer group. The format is adjusted for the multinational and multidisciplinary institution and serves the purpose of both learning and assessment.

Key words: PhD exam, multidisciplinary conference, novel exam format

Skolkovo Institute of Science and Technology (Skoltech) awards its own PhD qualifications and also administers PhD candidate examinations. The proposed version of an English PhD candidate Exam mimics a multidisciplinary conference with an online preparatory stage (project submission, peer review and final version) and a final presentation in front of the examination committee and the peer group. The format is adjusted for the multinational and multidisciplinary institution and serves the purpose of both learning and assessment.

Skolkovo Institute of Science and Technology (Skoltech) is an innovative young university where English is the medium of instruction. Skoltech awards its own PhD Degrees that are internationally recognized. The PhD track includes a number of qualification exams similar to the traditional set, such as Philosophy of Science and the English language. However, these exams are tailored to fit the specifics of the Institute. Here we report on a successful meta-course design mimicking an interdisciplinary conference as an alternative to the traditional ‘candidate examination’.

The novel format has been used and constantly improved since 2017.

The course is delivered every term, four times a year, to accommodate the needs of the growing PhD community at Skoltech. In the current version, the process lasts for eight weeks and consists of an online preparatory stage and the Conference per se.

The prep includes project proposal submission, peer review, editing, and resubmission in a final version. Students also prepare a two-minute video abstract and a deck of slides, both peer-reviewed. The final presentations are then made at a multidisciplinary Conference.

We promote the idea that the goal of the whole exercise is academic communication; that is, the key here is to share knowledge and deliver field-specific information so that it is understood and appreciated by the peers from other disciplines. The main challenge is to scale the technicalities down and present complex ideas in an interesting and engaging way. Moreover, most students participate in peer-reviewing activities for the first time, especially in the role of reviewers. The benefits of peer review, however, are highly valued by the students, as can be seen from their course feedback:

“I enjoyed the course. To include peer-reviewing was a great idea... I think that after completing this course, I improved my understanding of the background of my research project” (Term 3, 2021).

Detailed guidelines and rubrics have been developed for each activity. In addition, student feedback is analyzed to make these instructions more explicit and transparent.

Active participation of all students is ensured during both the prep stage and the Conference. Peers provide written comments about the performance of their colleagues, ask questions in Q&A session, and vote for the best presenter. This popular vote is taken into account for the overall presentation score.

We believe that the proposed format has proved its effectiveness and can be considered as a valid alternative to a traditional exam form.

OLEG VELIKODNEV. *THE USE OF LEGAL TEXTS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES*

Lomonosov Moscow State University, Russia

Abstract. The article investigates the ways of working with legal texts at English for Specific Purposes classes. It takes into account the issue of genre selection. It also considers cultural differences as one of the key points in Legal English teaching. The contribution has allowed to elaborate assignments, tasks and exercises for teachers of English for Specific Purposes.

Key words: Language for Specific Purposes, Legal English, material selection

One of the key issues that teachers of English for Specific Purposes have to face in the process of preparing for a class is material selection. In order to provide students with sufficient amount of information and stimulate improvement of their skills, a teacher should envisage results; this implies clear defining of material selection criteria.

This list encompasses several aspects: task/content-based, language/culture-based, and subject-based ones. The first type includes compliance with set goals and neutrality degree of the content. The second type takes account of the nexus between language and culture. The third group accentuates the necessity to ‘introduce’ a student’s personality into the process of material selection. This type includes topicality and practical applicability. Finally, they should provide linkage between a student and their job, taking account of their personal needs.

Teaching Legal English faces several problems. First of all, it is structural complexity of ‘legalese’. That is why a reasonable and thoughtful guidance of students by a teacher is required. Secondly, legal systems vary across the world. This demands acknowledgement and analysis of these differences. Thirdly, a broad variety of genres of legal texts inevitably put genre selection on the top of a priority scale. Besides, diversity of legal systems conditions differences in genres of legal texts. This aspect implies that precise and correct understanding of legal materials can be provided only by considering such features.

One more problem to tackle is interactivity. Working with texts should provide a range of activities. Legal texts can exemplify either legal procedures, or their results. The analysis embraces several stages: linguistic (structural and stylistic), cultural, and finally, case-study. Such a scheme can serve as a tool of integrating legal texts into Legal English classes, be it a discussion-class, or, say, a role-play.

The research has demonstrated that material selection is a complicated and multifaceted process. A Legal English teacher usually has an access to a huge number of legal texts, selection of which requires thorough analysis of an immense quantity of information sources. However, this process has its structure. Using the abovementioned criteria, a Legal English teacher can choose proper texts. Logical genre selection should condition adequate theoretical connection between study and a student’s future job. Finally, interactive embodiment of the theoretical basis is expected to supply them with practical skills needed to perform in an excellent manner. Thus, following such a scheme, a Legal English teacher can create conditions for a student’s professional and educational growth, which will result in their becoming experts in this sphere.

MARINA. A. VITKO. *COGNITIVE MECHANISMS OF HEALTH PERCEPTION IN ENGLISH PHRASEOLOGY*

Moscow Pedagogical State University, Russia

Abstract: This article reflects the peculiarities of health perception in the phraseological system of English language. Special attention is paid to visual perception and its representation. The purpose of the study was to describe the specifics features of health perception as a cognitive phenomenon. The paper reveals such characteristics of perception as the power of manifestation, independence of sensation, actions that lead to the human state improvement, static and dynamic state, associativity of consciousness.

Key words: perception, cognitive linguistics, phraseological units about health, metaphor, metonymy

The most vivid development of the mechanisms of perception of reality and its expression in the meanings of language forms was manifested in the new paradigm of scientific knowledge of cognitive science [Demyankov 2015, Manerko 2008].

The most complete group of phraseological units is visual perception (70 percent): *in prime of one’s life* “in the prime of life”

[https://difficulties_en_ru.academic.ru/]. The second largest group is the sense of health (17 percent): *be in / on top form* “in very good or ideal physical shape” [<https://idioms.thefreedictionary.com/>]. The third group covers visual and tactile sensations (11 percent): *fit and trim* “be slim, in good physical shape” [<https://translate.academic.ru/>]. Based on the data, it can be established that the main mode of perception is vision.

Phraseological units describing health are divided into thematic groups representing the following conceptual features:

1. The possibility of perception and the power of its manifestation: *eyes like a hawk* “be able to notice or see everything”. [<https://idioms.thefreedictionary.com/>]. This phraseological unit is based on the knowledge that the hawk has sharp vision.

2. Independence of perception of sensation. A phraseological unit *feel like a fighting cock* “feel healthy and cheerful” [<https://translate.academic.ru/>] draws a cockfight, in which only the strongest and healthiest individuals took part.

3. Providing actions in relation to a person leading to an improvement in the condition: the perception of a stable combination *bring smb (back) to life* “bring someone to life (after fainting)” [<https://translate.academic.ru/>] is based on the life experience of a person. The prototype of the expression was the situation of transferring an object from one place to another, in this case to life.

4. Static state or its change: *be/get in the groove* “get or be in great physical shape” [CDO]. The visual perception of a static state is indicated by the verb *be*, and its dynamics is indicated by the verb *get*.

The metaphor also reflects the spatial experience. “Knowledge about space forms the basis of an individual’s perceptual experience” [Manerko 2008: 211]. The unit *be up and about* “to recover, to be on your feet again” [Kunin 1998: 785] illustrates the image of an active person. The preposition *about* is perceived that a person is healthy and ready to go somewhere or start moving, since only from an upright position can you start walking.

The analyzed data point to a vivid illustration of the importance of visual signs when identifying signs of health.

References

1. Belyaevskaya, E. G. Conceptual structures with constant and variable focus // Cognitive studies of language. 2011. Issue IX. C. 59–69.
2. Demyankov, V. Z. Linguistic traces of knowledge transfer // Cognitive studies of language. 2015. Issue XXI. C. 17–29.
3. Kunin, A.V. A large English-Russian phraseological dictionary / A.V. Kunin. – 5th ed., ispr. – M.: Zhivoy yazyk, 1998 – 944 p.
4. Manerko, L. A. Types of knowledge that define the Old English category of space. // Cognitive studies of language. Issue III. Types of knowledge and the problem of their classification: collective. monogr. / gl. ed. ser. E. S. Kubyakova, ed. ed. issue N. N. Boldyrev. M.: Institute of Linguistics of the Russian Academy of Sciences; Tambov: Publishing House of TSU named after G. R. Derzhavin, 2008. – pp. 210–223.

≡ COGNITIVE AND CORPUS-BASED DISCOURSE STUDIES IN ELT

OLGA B. ABAKUMOVA. *EVALUATION IN RUSSIAN AND ENGLISH PROVERBS ABOUT TRUTH*

Orel State University named after I.S. Turgenev, Russia

Abstract: The paper deals with problems of evaluation in proverbs and their comparative and cross-cultural referential-evaluative typology based on Russian and English proverbs about truth.

Key words: evaluation, proverbs, proverbial concept of truth, universal and specific

Proverbs are defined here as the most complicated linguistic units, with textual characteristics and pragmatic functions, phraseological units with a structure of a sentence, generalized meaning and deductive sense, indirect speech act, an evaluative judgment used in speech as a tactic means of communicative strategy of the speaker (1). Talking of evaluation, the author singles out explicit and implicit ways of expression. In the analyzed proverbs explicit ways rarely represent general evaluation (*Правда хорошо, а счастье лучше*) but mostly convey particular assessment (according to 2): esthetic (*Truth is beauty*), ethical (*He ищи в селе, ищи в себе*), utilitarian (*All truths are not to be told*), normative (*Двух правд не бывает*), teleological (*Truth is mighty and will prevail*). The analysis showed the different subjects of evaluation and behavior stereotypes (see 3): it is the peasant and prevailing ethical norms of social behavior in Russian, the sailor or warrior and prevailing utilitarian deontic norms in the English proverbs. The implicit evaluation is brought out in the form of typology based on the structural-semantic principle (see 4) extended by the idea of metaphoric image evaluation, cognition-discourse modeling of proverb's sense actualization and the focus of interest of the speaker (1). The analysis proved that the dominant category in Russian proverbs is the 2nd (with free subject position and predicate focus of speaker's interest on the norms, giving advice to listener how to behave in typical situations). In English proverbs the dominant category is the 3d with sentential focus of interest, truth represented in the allegoric image, evaluation is given to the whole situation.

References

1. Абакумова О.Б. Пословицы в языке, сознании и коммуникации. СПб: Алеф-Пресс, 2012.
2. Арутюнова Н.Д. Язык и мир человека. М.: Языки русской культуры, 1999.
3. Вольф Е.М. Функциональная семантика оценки. М.: Наука, 1985.
4. Фролова О.Е. Мир, стоящий за текстом. М.: ЛКИ, 2007.

ANNA V. BASKAKOVA. RUSSIAN PHRASEOLOGICAL UNITS AS A SUBJECT OF STUDYING IN AN ENGLISH SPEAKING AUDIENCE

The Military University of the Ministry of Defense of the Russian Federation, Russia

Abstract: The comparative analysis through studying of Russian phraseological units at the classes of Russian as foreign language with an English speaking audience is demonstrated. The role of using phraseological units is explained. During an analysis of Russian phraseological units, it is being observed that in definite situations with similar meanings can be expressed by different lexis typical for the concrete case. Studying such a topic promotes the dialogue of cultures, which brings a desire for the next studying.

Key words: phraseological units; Russian as foreign; English speaking audience

This thesis is dedicated to the problem of understanding Russian phraseological units by foreign learners, knowing English. During the process of studying any language students meet with the problem of understanding not only grammatical and lexical material, but also definite language phenomena which have the feature to inscribe and to transfer information connected with the history of studying language, its traditions and customs, way of nation's thinking, culture and other facts. These life aspects, are extremely shown in phraseological units.

The fund of free collocations form the words with their individual lexical meaning: in a concrete communicative situation such collocations are being constructed for purpose, when their components can be changed by the lexemes of one category. For example: *good-fellowship, bad-fellowship, woman-fellowship; to defend one's country, to defend a post.*

The composition of bound collocations comprises the words, which lose their ability to operate undependably.

It should be noted that the teacher of Russian as foreign language needs to pay attention to the fact of similarity of bound collocations in different languages, which promotes better understanding and digestion of Russian lexis.

It is clear, that many phraseological units have such features as imagery and expression, which let an oral or written communication have active and alive character: phraseological units and aphorisms are able "liven up" a monotonous saying of a speaker, turn listener's mind to participation in a discussion.

Phraseological units help to make the speech more beautiful, not only richer, brighter and diverse overall, but also more accurate in definite situations, when it is necessary to provide the listener with a definite sense, to make the phrase more concrete for understanding.

The components are divided at logically-dedicated and connotative meaning: indirect or figurative; direct or objective; a nationally-ethnic; an emotional.

Understanding the difference and similarity between the figures, which make up the base of own phraseological units, foreign learners can faster and

more effectively fixate in memory Russian phraseological units and aphorisms while studying.

A comparative analysis of phraseological units promotes learners not only a better understanding of the specific things about studying language, its culture and nation, but also helps to build a stronger relation between the inhabitants of a country and learners of a studying language.

References

1. Buslaev, F. I. (2015). Russian mode of life and spiritual culture. Moscow: Institute of Russian civilization.
2. Krylova, E. O. (2014). Semantical understanding of proverbs and bywords about labor in Russian and English languages. *International Journal of Experimental Education*, 6 (part 2), 146–147.
3. Phraseologism (2017). *Big Russian encyclopedia*. Vol. 33.

ANNA A. GABETS. *INTERACTION OF INSTITUTIONAL GENRES IN POLITICAL DISCOURSE*

MGIMO University, Russia

Abstract: The article studies how ecological, educational and economic discourses interact within political genres, most frequent elements of discourses, pragmalinguistic features of utterances and key-concepts are revealed.

Key words: pragmalinguistics, political discourse, concept

Political discourse is more ideological than any other kind of discourse thus pragmalinguistic potential of the political utterance should be eminently practical. Due to significance of social activity political discourse can function as main, receiving and subordinating for many other types of discourses. The main aim of political discourse is persuasion and calling for action therefore included fragments of various discourse practices fulfill definite pragmalinguistic tasks. As the speakers combine different social roles and are multifaceted in their utterances thematic diversity and intersection of discourses is a natural process of language functioning and speech development. The system of discourse is open and not linear which naturally leads to interference of different discourses. Every discourse obtains some new cognitive-derivative potential and new conceptual and sense blocks are formed so conceptual spheres of the communicators are broadened. Concepts are understood as connecting link of the discourses. Analysis of the most frequent concepts in discourse synergy helps to understand principles of interference.

Ecological, educational and economic discourses interaction within political genres were chosen for the research as all the social spheres of the discourses have the highest value in the society. The analysis of texts published on web-sites of political parties, US governmental foundations, pre-electoral speeches of all US presidential candidates in 2020 and Barack Obama's and Donald Trump's speeches and publications on social media on the topics of education and Paris agreement during their presidential terms revealed three main aspects of such interaction.

Firstly, elements of economic discourse are most frequent in political genres but function together with other institutional discourses. Aims of economic discourse correlate well with pragmatic tasks of political speeches: the speakers dwell upon the consequences of reforms in education and joining or leaving Paris agreement for the economic situation in the society. Education and ecology themes in terms of money matters are widely discussed by all the candidates for presidential post and economic discourse can appear and manifest itself through language tools typical for other types of discourses.

Secondly, the utterances of different genres are realized by means with high pragmalinguistic potential, typical for political discourse which is characterized by expressiveness. So lots of stylistic devices, emotionally-colored speech units are used and fundamental for every language “friend-foe” opposition is present.

Thirdly, the same concepts appear in the utterances of different speakers. Analysis of the materials showed that the most frequent speech units belong to lexico-semantic fields of the concepts “money”, “job”, “business”, “progress”, “crisis”. These concepts are universal but their actualization in American political rhetoric is traditional and they are key-concepts of the American culture so it is political discourse that defines and forces their representation in fragments of educational and ecological discourse.

Elements of economic, educational and ecological discourse are semiotic signs that fulfill the political speech with necessary senses. In political discourse subordinated elements of other functional genres are means forming pragmalinguistic potential.

JULIA V. GAVRILOVA. *MODERN CELTIC STUDIES IN GREAT BRITAIN*

National Research University Moscow Power Engineering Institute, Russia

Abstract: This outline deals with study of modern position of Celtic studies in Great Britain. An overview of published papers by A. Ahlqvist, P. Russell, D. Stifter, P. Morain, G. Awbery. Prospects for further research in Celtology are suggested.

Key words: research, field work, linguistic tradition, Celtology, paradigm

Modern papers devoted to Celtic studies include the article by G. Awbery [4], P. Moran [6], D. Stifter [9], P. Russel [8].

Awbery [4] concentrated his work on studying informants who helped the famous phonetician Henry Sweet [10] to collect the necessary data for his book about the Welsh dialect. He also wrote about the process of field work itself.

Moran [6] dealt with analyzing early etymologic research of Latin and Irish. Stifter [9] also wrote about etymologic dictionaries. Russell [8] compared medieval Latin, Irish and Welsh grammar texts.

At present one of the important scientific centres of linguistic Celtology in the UK is the School of Celtic studies of Dublin University [2].

As a proposal for further research we could mention further study and reading ancient texts in grammar and etymology of Celtic languages, comparing modern data with the data gained by early linguists.

References

1. Латинская грамматика Доната [электронный ресурс] URL: <https://ar.culture.ru/ru/subject/latinskaya-grammatika-donata>.
2. Сайт Дублинского университета [электронный ресурс] URL: <https://www.dias.ie/celt/>.
3. Севильский И. Этимология [электронный ресурс] URL: https://azbyka.ru/otechnik/Isidor_Sevilskij/the-etymologies-of-isidore-of-seville/.
4. Awbery G.M. 'Spoken North Welsh': Henry Sweet's Collaborators in Nant Gwynant // *Language and History*, vol.59, №2, 2016. – Pp.85–97.
5. Hayden D., Quirke C. A Bibliography of the Publications of Anders Ahlqvist // *Language and History*, vol.63, iss.1, 2020. – pp. 96–103.
6. Moran P. Comparative Linguistics in seventh-century Ireland: De Origine Scoticae Linguae // *Language and History*, vol.63, №1, 2020. – Pp. 3–23.
7. O'Mulconry De Origine Scoticae Linguae [электронный ресурс] URL: https://www.academia.edu/38773648/De_Origine_Scoticae_Linguae_O_Mulconry_s_Glossary_An_early_Irish_linguistic_tract_edited_with_a_related_glossary_Irsan.
8. Russel P. Distinctions, foundations and steps: the metaphors of the grades of comparison in medieval Latin, Irish and Welsh grammatical texts // *Language and History*, vol.63, №1, 2020. – Pp. 47–72.
9. Stifter D. Old Irish Etymology through the ages // *Language and History*, vol.63, №1, 2020. – Pp. 24–46.
10. Sweet H. Spoken North Welsh // *Selected Papers of Henry Sweet, 1845–1912*. [электронный ресурс] URL: <https://archive.org/details/cu31924026804645/page/n13/mode/2up>. pp.499–575.

EKATERINA M. GRIGORYEVA, OLGA M. KARPOVA. NEW TYPE OF DICTIONARY (ON THE MATERIAL OF THE DICTIONARY “FLORENCE IN THE WORKS OF WORLD FAMOUS PEOPLE”)

Ivanovo State University, Russia

Abstract: the given research is dedicated to a new type of a dictionary, an encyclopedic associative dictionary for guides and tourists “Florence in the Works of World Famous People”. This linguocultural dictionary allows its users to get acquainted with the cultural component of the city through the study of biographies and the creative path of famous musicians, writers, scientists, etc.

Key words: dictionary, mega-, macro, microstructure, personality

Nowadays lexicography is developing, new types of dictionaries appear. An encyclopedic associative dictionary for guides and tourists “Florence in the Works of World Famous People” is considered to be an innovative one. It is a serious lexicographic database that contains about 200 names of famous people (musicians, sculptors, painters, etc.) who visited Florence and created their works in this magnificent city.

The dictionary gives its users an opportunity to get acquainted with unique works and stories of famous people from different countries being representatives of various thematic areas. The dictionary articles are written by

students from Russian and foreign universities. The participants create various routes and ways for tourists and guides. These special routes are connected with the life of a chosen personality.

The dictionary megastructure includes several parts: introduction, a section “How to use the Dictionary”, dictionary articles and some appendices organized to different criteria: lists of personalities according to the chronology, thematic area, nationality. The dictionary macrostructure is a detailed compilation of dictionary articles. Its microstructure includes several parts: biography, creative works, Florentine influence, learn more, associations.

It should be noted that the dictionary entries being devoted to people from various countries allow us to speak about different kinds of Florence: Italian, Russian, German, French, American Florence. Here let us speak about the concept of Russian Florence based on the example of several Russian figures. The research is based on the articles from the 6th dictionary edition of the dictionary. Let us study some fates of several famous Russian people and their Florentine connections.

Ivan Tsvetaev is an important figure whose life was connected with Florence. He was the founder and the first director of the Pushkin Museum of Fine Arts. He went to Florence and brought several exhibits to Burilin Museum (Ivanovo, Russia) – a ceramic plate and the bust of Medusa.

Nikolai Berdyaev, an outstanding Russian philosopher, went to Italy. In Florence, under the influence of the wonders of the Italian Renaissance, he wrote his famous work *The Meaning of the Creative Act*. He considered Florence to be revelation to him.

So, the dictionary under study is an important source for users who can receive interesting information about a particular place of Florence through the vision of artists, poets, scientists. Dictionary entries provide readers with important data contributing to the formation of a linguocultural portrait of the city of Florence in users minds.

ELENA A. IVANOVA. *DERIVATIONAL CAPACITY OF ABBREVIATED TERMS*

Lomonosov Moscow State University, Russia

Abstract: Though neither the British National Corpus, nor the Corpus of Contemporary American English do yet register derivatives from the newest abbreviated medical terms Covid-19 and SARS-CoV-2 (which have already made part of our everyday discourse), the biomedical databases available give us access to most recent articles on the current coronavirus pandemic, which demonstrate a wide variety of the derivational capacity of these terms. Most of the derivatives, expectedly, contain productive suffixes and their synonyms *-like*, *-free*, *-type* and prefixes such as *anti-*, *post-*, *pre-*. The brevity of the form seems to be essential for further derivation.

Key words: abbreviated terms, derivational capacity, productive suffixes, prefixes

Though neither the British National Corpus, nor the Corpus of Contemporary American English do yet register derivatives from the newest

abbreviated biomedical terms COVID-19 and SARS-CoV-2 (which have already made part of our everyday discourse), the biomedical databases available (PubMed, 2021), give us access to most recent articles on the current coronavirus pandemic, which demonstrate a wide variety of the derivational capacity of these terms.

Expectedly enough, there are numerous unstable compounds from COVID-19 and SARS-CoV-2, such as *COVID-19 cases*, *SARS-CoV-2 infection*, etc.

Together with unstable compounds, in current medical discourse there are derivatives produced by affixation. Productive suffixes (Gvishiani, 2000) are exploited and their synonyms: *-like*, *-free*, *-type*; prefixes such as *anti-*, *post-* and *pre-* are often used.

Biomedical discourse also provides valuable information on the lexical-phraseological combinability of new words.

Derivatives with productive suffix *-like* imply that SARS-CoV-2 is not completely new; there are similar viruses, previously registered and accurately described (*SARS-CoV-2-like coronaviruses*). Other derivatives with suffix *-like* suggest that clinical symptoms of COVID-19 are similar to some other diseases and are controversial without lab tests (*COVID-19-like conditions*). Similar meaning is rendered by words with synonymous suffix *-type* (*COVID-19-type respiratory illness*).

Derivatives in *-free* tend to appear in contexts where practical measures taken by governments to contain the spread of the coronavirus are discussed (*COVID-19-free status*, *SARS-CoV-2-free environment*). Nowadays they are associated with vaccination. They also refer to the pre-Covid era (*COVID-19-freeyears*).

Considering that the coronavirus pandemic has affected each and every sphere of our lives, it is natural that temporal prefixes *pre-* and *post-* are used for derivation (*pre-COVID-19 study*, *post-SARS-CoV-2 era*). The outbreak of the pandemic is seen as a major landmark in modern history. These prefixes are often used to speak about the stages of the disease, its treatment and implications (*pre-COVID-19 clinical stage*, *post-SARS-CoV-2 pneumonia*).

Prefix *anti-* like suffix *free-* is used to speak about measures adopted (*anti-COVID-19 RNA vaccines*); it is helpful as well to describe the immune response of the body (*anti-SARS-CoV-2 antibodies*).

Thus, affixes involved in derivation from the new medical terms imply comparison, negation (Komova, 2013) and the concept of time. The brevity of abbreviated medical terms seems to be essential for derivation; this is a more suitable deriving base than the expanded variant.

References

1. Alexandrova, O. V., & Komova, T. A. (2013). *Modern English Grammar: Morphology and Syntax* (3rd ed.). Academy.
2. Gvishiani, N.B. (2000). *Modern English Lexicology. Vocabulary in Use* (2nd ed.). MSU Press.
3. PubMed (2021). National center for Biotechnology Information. National Library of Medicine [Data set]. URL: <https://pubmed.ncbi.nlm.nih.gov/>.

YULIA F. KARELSKAYA. *PROTOTYPICAL COGNITIVE STRATEGY FOR THE US OR THE UK INTERNATIONAL AGREEMENTS**Moscow Pedagogical State University, Russia**Russian Academy of National Economy and Public Administration, Russia*

Abstract: This presentation aims to describe the prototypical cognitive strategy used by the US or the UK as signatories to international agreements. The author sets out to prove that Collaboration which replaced Accommodation and Compromise is a prototypical cognitive strategy for concluding international agreements.

Key words: cognitive strategy, international agreement, conflict, prototype

Cognitive strategy is an important step of linguistic analysis. Strategy is a property of cognitive plans that represents the organization of sequences of actions and includes the goals of interaction [Dijk 2015: 272].

The most significant division of the cognitive strategies used by the US or the UK while signing international agreements is the opposition of cooperative and conflict ones.

According to B.Roberts who described the two-dimensional model of conflict all strategies are based on the concern for relationships and the concern for goals: high – low [Roberts 2014: 17].

Historically Accommodation, that is the combination of the high concern for relations and the low concern for goals, was the prototypical and basic strategy for international agreements in the times of the Roman Empire. Such instruments were forerunners of the Statutes of the European Union. The classical approach to international law within the framework of the Roman tradition is based on the Pythagorean concept of friendship, equality and trust in the obligations assumed [Kofanov 2015: 21].

However, in the modern Anglo-Saxon culture the ideas of friendship between the parties and binding nature of international agreements have undergone dramatic changes. After the end of the Second World War, the world community became disappointed with the previously signed treaties, which had not preserved peace and stability. Thus, a new element has been added to the category of international agreements – the Memorandum of Understanding (MOU). The parties to MOUs applied the Compromise cognitive strategy necessitated by the double nature of MOUs. Compositionally MOUs are similar in structure to a treaty, while not legally binding and less formal [Aust 2007: 32]. Compromise is a combination of moderate concern for the relations and that for the goal.

Nowadays according to a typical preamble of an international agreement the parties confirm their commitments to adhere to their goals and maintain fruitful relations. Thus, the highest concern both for maintaining relations with other contracting parties and for achieving negotiation goals takes the form of Collaboration strategy [Roberts 2014: 17].

To conclude, the United States and the United Kingdom tend to establish international relations with various states in order to collaborate. Collaboration

is the most common basic and prototypical strategy for signing the US or the UK international agreements at the moment.

References

1. Aust A. Modern Treaty Law and Practice. Cambridge: University Press, 2007, 548 p.
2. Roberts B.J. Mediation as a second language. Cambridge: University Press, 2014.
3. Ван Дейк Т. Язык. Познание. Коммуникация. М.: Ленанд, 2015, 320 с.
4. Кофанов Л.Л. Внешняя система римского права: право природы, право народов и коммерческое право в юридической мысли античности. М.: Статут, 2015, 192 с.

ALLA P. MINYAR-BELOURUCHEVA. PARTICULARITIES OF HISTORICAL DISCOURSE CONCEPTUAL METAPHORS STUDIES IN ELT

Lomonosov Moscow State University

Abstract: The paper deals with historical discourse metaphors studies within cognitive paradigm. The aim of the analysis is to reveal the particularities of the conceptual metaphors of the historical discourse. Since history is neither perceptual, nor given to historians in their experience, historical discourse conceptual metaphors rhetorically contribute to the mental representation of historical events and personalities. The conclusion drawn is that historical discourse conceptual metaphors give rise to numerous associations making different ways of understanding the historical past.

Key words: metaphor, conceptual metaphor, historical discourse

History students should be aware that metaphors, primarily described by Aristotle, have not lost their enigmatic essence even 2500 years later, and with the development of conceptual metaphors theory of cognitive linguistics, got a new impetus for their study. Existing in several spaces simultaneously and perceived as an immutable truth, conceptual metaphors are of special relevance for history. History deals with the study of human societies in the historical past in all their breadth and diversity. The impossibility of historians to reconstruct the world of the past empirically, make them use conceptual metaphors, which epistemological power was foreseen by Aristotle. Historical past enlivens when the tangible things of the present are mapped on the intangible things of the past. Historians do their best to insert a large body of information in historical discourse conceptual metaphors. The representation of historical events by means of conceptual metaphors, whose semantics is closely related to ideological values, determines historical discourse. Conceptual metaphors do not only create vivid images of the historical past. History itself as a metaphor can be personified and conceptualized. The fortunes of civilizations, nations, and societies Voltaire metaphorically expressed as follows: “History is filled with the sound of silken slippers going downstairs and wooden shoes coming up”. Conceptual metaphors of history are based on historical thinking, which includes the ideas of origin, existence, and change. The Romans were the first to perceive history as a process. Its movement metaphorically expressed in the phrases: “a stream of events”, “historical current”, “in the course of time” comprise the conceptual metaphor of history as a flood. History conceptualized

as a journey is constructed due to such metaphors as “to walk through historical events”, “a travel to the past”. history as art is understood through such metaphors as “vast tapestry of historical events”, “mosaic of events”, “panoramic view of history”. Such metaphors as “faces of history”, “the eyes of history”, “the heart of history” constitute the conceptual metaphor of history as a person. Such conceptual metaphors as history as a teacher, history as a war, history as a theatre, history as a book pervade historical discourse. To sum up, it is worth saying that history students should pay special attention to historical discourse conceptual metaphors that are typified by complexity, versatility and activate numerous associations and feelings to influence their perception of the historical past.

ANASTASIYA G. PISAREVA. *THE LINGUISTIC REPRESENTATION OF THE DOMINANT COMPONENT “PARTICIPANTS` ACTIONS” IN THE SPORTS INTERNET-DISCOURSE*

Samara National Research University, Russia

Аннотация: Работа посвящена анализу предметно-референтной ситуации в спортивном дискурсе. В качестве материала исследования использовались фрагменты дискурса, представляющие собой послематчевые репортажи, размещенные в новостном разделе официального веб-сайта Британской ассоциации лаун-тенниса. Проведенное исследование показывает, что конституент «Действия участников» становится доминантным благодаря частотности и номинативной плотности его языковой репрезентации, что подтверждается соответствующими примерами.

Ключевые слова: когнитивная модель, предметно-референтная ситуация, спортивный дискурс, Интернет-дискурс, событие

Key words: cognitive model, subject-referent situation, sports discourse, Internet-discourse, event

Исследование посвящено языковой репрезентации предметно-референтной ситуации (спортивного события) в спортивном Интернет-дискурсе.

Особенностью спортивного репортажа является высокая значимость прагматической интенции его автора – необходимо создать эффект присутствия, дать фанатам и читателям веб-страницы почувствовать себя очевидцами происходящего на спортивной арене.

Исследование 35 англоязычных послематчевых репортажей, описывающих теннисные матчи, показало, что в них отводится значительная роль такому конституенту когнитивной модели предметно-референтной ситуации, как «Действия участников».

Проанализировав материалы выборки, нам удалось установить, что в послематчевых репортажах преобладают глаголы и глагольные формы, характеризующие действия участников, что обусловлено желанием автора передать атмосферу происходящего на корте. Лексико-семантический анализ глагольных единиц позволил распределить их по нескольким

категориям или подгруппам внутри конституента. Первую подгруппу составляют акциональные предикаты, обозначающие действия игроков, характерные для конкретного вида спорта, в данном случае тенниса (to play a couple of ferocious backhand winners, to strike, to serve, to whip). Данный вид глаголов составляет 12% выборки. К следующей подгруппе мы отнесли лексические единицы со значением интеракции – неотъемлемого элемента любого спортивного столкновения (to wear down the opponent, to respond, to trade points, to face the opponent, to play each other); они представлены в 16% проанализированных примеров. 28% выборки включают в себя единицы, несущие информацию о характере индивидуальной игры (to try one's best, to struggle, to show brilliant defence, to come alive, to fight hard, to show one's quality), а также о физическом и эмоциональном состоянии спортсмена (to be in impressive form, to show exceptional mental strength, to grow in confidence, to find one's feet). Данные словосочетания в тексте обладают семантикой действия. Две оставшиеся группы по своему смысловому наполнению близки к конституентам «Результат действий участников» на микро-уровне и «Результат матча» на макро-уровне. Это подгруппа, связанная с процессом получения очков в ходе матча (to lose points, to level the match, to save points, to claim points), 14%, и подгруппа со значением исхода матча в целом, 30%. Внутри нее можно выделить следующие категории: победа над противником (to defeat, to win the tie-break, to edge a narrow victory, to beat, to overcome the opponent, to outclass, to triumph,), продвижение в турнире (to lift the title, to be crowned champion, to claim a win, to progress), поражение (to lose, to miss out).

Таким образом, при реализации когнитивной модели события одним из доминирующих конституентов становится элемент «Действия участников», что подтверждается его номинативной плотностью в рамках исследуемых фрагментов дискурса и частотностью его языковой репрезентации. Данная стратегия в составлении послематчевых репортажей позволяет наиболее точно и достоверно передать динамичный характер предметно-референтной ситуации, используя средства английского языка.

SVETLANA V. TISHCHENKO. *COGNITIVE LINGUISTICS IN TRANSLATION: GETTING AT THE MEANING OF THE ENGLISH WAY CONSTRUCTION*

Pyatigorsk State University, Russia

Abstract: The major goal of the paper is to provide sufficient evidence that explication of the conceptual basis of the English *way* construction can be used as an effective technology in teaching translation theory and practice.

Key words: *way* construction, translation studies, cognitive linguistics, semantic representations, cognitive scheme, conceptual parameter, spatial perspective, abstract perspective.

English *way* construction belongs to the category of non-compositional configurations of the English language that is why utterances generated by speakers on its basis, can be viewed a challenge when it comes to rendering their meaning in other languages.

The syntactic template of the *way* construction never changes its disposition and is represented via scheme [SUBJ: NP [V POSS way] (DIR: PP)] [Traugott & Trousdale, 2016: 79]. The semantics of *way* construction “gives rise to intricate taxonomic networks” which “capture the totality” of collective human experience obtained due to our interactions with physical space and its extensions into some abstract perspectives of subjective reality [Brunner, Hoffmann, 2020: 2].

Spatial perspective of *way* construction is conceptualized via scheme [X CREATES THE PATH (Y) AND MOVES Z] and correlates with complex motion event which consists of two subevents and can unroll either in causative (1) or contemporal (2) conflation mode:

(1) [...] *grabbing that panga and cutting your way through the jungle*.

(2) *Britney Spears dances her way through hotel in sheer Cleopatra dress for new perfume advert*.

Abstract perspective of *way* construction is motivated by metaphor CHANGE OF STATE AS CHANGE OF LOCATION which transforms initial cognitive scheme into [X CREATES THE PATH (metaph) AND ACHIEVES Z]. Achievement event has complex structure of causative (3) and contemporal (4) type:

(3) *Through additional training, education and experience, she worked her way to the position of Executive Chef*.

(4) *David [...] blogs his way through alzheimer's*.

Way construction also generates utterances which designate fictive motion, excessive quantity and have figurative meaning.

Way construction is associated with certain combinations of parameters among which [OBSTACLE] and [EFFORT] are invariably relevant for both perspectives because “the idea of movement in the face of difficulty” [Goldberg, 1995: 204] is considered “a typical implicature” [Perek, 2018: 69] of the constructional meaning and is present in all its scenarios [Szczesniak, 2013: 164;Perek, 2018: 69].

This general outline of *way* construction behaviour in the English language can be effectively used for disambiguation its meaning while translating *way* construction utterances into the Russian language. Due to the experiment carried out in class it has been proved that the knowledge of integral and variable conceptual parameters of *way* construction significantly enhances students' ability to navigate their way through its semantic diversity.

References

1. Brunner, Thomas and Thomas Hoffmann (2020). “The way-construction in World Englishes”. In: English World-Wide 41.1, 1–32.
2. Goldberg, Adele E. (1995). *Constructions*. Chicago: University of Chicago Press of Chicago Press.

3. Perek, Florent (2018). Recent change in the productivity and schematicity of the way-construction: A distributional semantic analysis. *Corpus Linguistics and Linguistic Theory* 14 (65–97).
4. Szczesniak, Konrad (2013). You can't cry your way to candy: Motion events and paths in the x's way construction. *Cognitive Linguistics* 24(1): 159–94.
5. Traugott, Elizabeth Closs & Trousdale, Graeme (2016). *Constructionalization and Constructional Changes*. Oxford: Oxford University Press.

≡ **ELT MATERIALS DEVELOPMENT: TRADITION AND INNOVATION**

OLGA A. AKIMOVA. *USING MIND MAPS IN ONLINE ELT CLASSROOMS*

Lomonosov Moscow State University, Russia

Abstract: Massive transition to online learning made language teachers find unusual teaching tools to adapt the new realia to the subject-specific needs of the language courses. One of such tools is mind maps the advantages of which are considered in the following work.

Key words: mind map, structural thinking, online learning

Communicative approach prevailing in ELT presupposes constant students' interaction which became difficult online due to 1) the lack of e-learning experience 2) the lack of monitoring tools 3) the lack of motivation from both students and teachers. Consequently, teachers started to use a variety of new tools to increase the productivity of the learning process.

One of such tools is Mind maps. Designed for note taking, they allow arranging and processing the information by using key words. Mind-mapping helps to organize thoughts and raise engagement in the problem-solving process.

Mind maps have several advantages. Firstly, mind-mapping is a strong graphical technique. It activates not only the vocabulary but also visual aids that help the students to make their map stand out. Online applications stimulate students' imagination providing access to a variety of visual thinking tools. Secondly, mind-mapping increases motivation. Students try to make their mind maps unique. Therefore, competition increases positively influencing the learners' morale and making the material memorable. Thirdly, mind maps allow the teacher to check what information the students remember and monitor the use of the active vocabulary. In such tasks students are asked to prepare a mind map which helps them to summarize the unit. Otherwise, mind mapping acts as a lead-in activity for a topic and provides an opportunity to work with the emerging language. Mind maps develop structural thinking and make recalling and storing the information more effective, as this activity involves the use of both right and left lobes of brain (Erdem, 2017).

References

1. Erdem, A. Mind maps as a lifelong learning tool. *Universal Journal of Educational Research*. 2017; 5 (12A): 1–7.

EKATERINA N. CHISTOVSKAYA. *APPROACHES TO DESIGNING TASKS AIMED AT DEVELOPING MEDIA AND INFORMATION LITERACY IN THE EFL CLASSROOM*

Letovo School, Russia

Abstract: Media and information literacy (MIL) relate to accessing, evaluating, and connecting a variety of sources. Contemporary course books incorporate units on

media discourse, marketing, and fake news to meet the growing need for MIL development, but these skills can be practiced along with “traditional” topics like travelling, food or personality traits by means of inquiry-based tasks. Another approach which could be efficient is content and language integrated learning. Both approaches imply using a range of authentic sources providing different perspectives on the same subject.

Key words: information literacy, CLIL, inquiry-based learning

Since the Internet has revolutionized the access to information exposing users to multiple views and sources, media and information literacy (MIL) have become a significant area of concern.

Contemporary course books incorporate units on media discourse, marketing, and fake news to meet the growing need for MIL development, but these skills can be practiced even if the topics are “traditional” like clothing, food or personality traits.

One of the approaches to designing supplement tasks for developing linguistic competences along with MIL naturally is CLIL or Content and Language Integrated Learning. It traditionally means that students gain relevant vocabulary and language skills which can be used in other subjects. For example, if the focus of the unit is individuals and their personalities, supplement tasks may be based on materials connected with individuals studied in other subject areas (science, arts, history, maths, geography). The list of people and sources can be compiled in collaboration with teachers of other subjects so that the students can apply and deepen the knowledge they have gained in those subjects. Tasks aimed at developing MIL may require using search engines to do research about the individuals in question and evaluate their findings in terms of authority, relevance, reliability, currency, and purpose, differentiating between primary and secondary sources. The next step might be reading critically and connecting the sources, identifying bias, facts, and opinions, so that the students can learn to utilize different media to obtain different perspectives, analyze data to identify personality traits, and make informed decisions about their role in history in an essay, a discussion or debate. This way CLIL goes along with inquiry-based learning and as a result the lessons become more student-centered, as student focus on MIL not for the sake of MIL, but for achieving goals determined by their academic priorities and at the same time building their linguistic competence.

Developing MIL skills requires using a wide range of authentic materials and including more primary sources such as users’ comments and reviews. Such content arouses interest, as it is mostly based on real life events eventually deepening intercultural understanding. Another benefit is that students are motivated to read in English outside the classroom and do further research into the areas of their interests, which in the long term will contribute to developing their agency.

VIVIANA GALLO. *ELF AND VARIATION MATERIALS IN ELT*

Educational Linguistics at Università degli Studi di Padova, Italy

Abstract: This work focuses on the importance of introducing materials about English as a Lingua Franca (ELF) and variation, within the EFL class, since most interactions take place between speakers of different L1, where ELF works as the shared code. Concerning variation, this study highlights how its use allows learners to live the cultural identity of their interlocutors by developing extremely effective mutual understanding. Finally, examples of experience-based activities show how the use of communication strategies elicit important life skills, whose development is strongly recommended by Agenda 2030.

Key words: English as a Lingua Franca, Variation, English as a Foreign Language, Multilingualism, English Language Teaching, Educational Linguistics, Sociolinguistics

This study stems from the fact that the panorama of the English language shows a plurality of native and non-native varieties (Jenkins 2015). Nowadays, the number of English speakers counts a large majority of non-natives, so interactions are the result of the meeting between different languages and cultures (Santipolo 2010) where English as a Lingua Franca (ELF) becomes the shared code of communication. One of the best examples that mirrors such a situation is the learning context, within the EFL classroom, since it has become a multilingual and a multicultural environment where students embody an ELF microcosm. This study wants to highlight the fact that it is fundamental to raise awareness of the real use of English among teachers (Sifakis 2019) in order to make them introduce innovative materials and approaches within their EFL classrooms. In this way they can develop and promote the knowledge and the use of linguistic variation thanks to experience-based activities that lead learners to a spontaneous metalinguistic reflection. Since ELF contexts are characterized by the use of compensating and accommodation strategies it becomes fundamental to offer students the right tools to develop and use them in order to be able to keep an oral interaction. Moreover, what this work observed is that the use of these strategies elicits the development of important life skills such as: problem-solving, empathy, adaptation, critical thinking collaboration and negotiation (Gallo 2021). This is peculiar because Agenda 2030 (O.N.U. 2015) strongly recommends that teachers develop soft skills within their classes, which are useful in social and professional contexts. Concerning linguistic variation this study aims at showing that it is an important way for learners to experience directly the culture and the identity of their interlocutors, by making them first discover that this phenomenon is strong and living in their own L1. This results as a catalyst that triggers a high level of motivation by enhancing strong empathy that knocks down socio-cultural walls and develops extremely effective communication.

References

1. Gallo, V. (2021) Inglese Lingua Franca nella classe CLIL: Sviluppo e Valutazione delle Competenze Trasversali. *Scuola e Lingue Moderne* (4–6): 15–26.

2. Jenkins, J. (2015). Repositioning English and Multilingualism in English as a Lingua Franca. *Englishes in Practice* 2(3): 49–85.
3. Santipolo, M. (2010). Didattica della Variazione Linguistica: più Modelli per una Migliore Efficacia Comunicativa. *Scuola e Lingue Moderne* (1–3): 4–8.
4. Sifakis, N.C. (2019). ELF awareness in English Language Teaching: Principles and Processes. *Applied Linguistics* 40(2): 288–306.
5. UNO. (2015). Agenda 2030: Sustainable Goals. <https://www.undp.org/sustainable-development-goals> (last retrieved 2021/06/15).

ELENA A. KOROTKOVA. *DEVELOPING VIEWING COMPREHENSION STRATEGIES IN THE EXPERIMENTAL TEXTBOOK FOR UNIVERSITY STUDENTS*

Far Eastern Federal University, Institute of Oriental Studies – School of Regional and International Studies, Russia

Abstract: The current research outlines the concept of building an experimental ESP textbook to teach YouTube-based video consumption to B2-C1 level undergraduate university students majoring in International Relations studies during 2018–2021. The research delineates the methodological and psychological principles which lay the foundation of the ESP textbook and elaborates on the correlation between the key viewing comprehension strategies and activities developing them at the pre-viewing, while-viewing and after-viewing stages of presenting video fragments.

Key words: ESP textbook, YouTube-based video, viewing comprehension strategies, methodological and psychological principles

The current research outlines the concept of building an ESP textbook to develop viewing comprehension (VC) strategies in university students and elaborates on how effectively the online videos can be implemented in the textbook to boost VC indexes in B2–C1 level undergraduate university students majoring in International Relations (IR) studies during the period from 2018 to 2021.

The goal of the textbook is to enhance students' skills to perceive and process the video content offered by the authentic YouTube-based videos constituting the core of the ESP textbook "Modern Issues of IR Studies" presenting and analyzing the key topics of the syllabus for experts in IR Studies. The printed materials of the textbook encompass 12 workshops with varied activities, scripts of video fragments and answer keys.

The goals of pre-, while- and post-viewing stages are diversified and achieve varied objectives: pre-viewing activities engage students in forecasting the content of the video fragment based on key words, questions, agree/disagree statements or a short introductory text and identifying topical vocabulary by means of contextual guessing; the while-viewing activities are supposed to gist, clarify, question and elicit the information from the video clip. The goals of the post-viewing stage are to summarize, analyze, create and socialize.

We compare the process of consuming the video by students with that of reading a book, thus treating the video fragment as the dialectical unity of directly-stated and implied information in the context of text linguistics.

In terms of psychology video consumption is closely associated with viewing comprehension which is a psychophysical process where individuals focus on selected aspects of aural or visual input, construct meaning from visual chunks and relate what they see to their background knowledge. (O'Malley, Chamot, Kupper, 1989, p.421, URL). So, video presentations activate both visual and verbal channels and provide several paths of retrieval cues.

On the whole, the ESP textbook manifests integration of traditional and innovative approaches applying activities to uncover new ways of looking at it; asking thoughtful questions; noticing connections between seemingly unrelated subject matter of the video fragment, recognizing alternative possibilities and looking at issues from different perspectives, thus building the launch pad for future professional activities in university students majoring in IR studies.

References

1. O'Malley M.J., Chamot A.U., Kupper L, Listening Comprehension in Second Language Acquisition // Applied Linguistics., 1989. – 10(4). – P. 418–437 doi: 10.1093/ applin/ 10.4.418 [Electronic resource] Режим доступа [URL: <http://applied.oxfordjournals.org/content/10/4/418>].

ANNA A. LEBEDINETS. *DEVELOPING SECOND LANGUAGE ORAL ABILITY THROUGH ONLINE PERFORMANCE*

Institute of Linguistics, Russian Academy of Sciences, Russia

Abstract: Though grammar structures can be studied step-by-step, SLA as a whole cannot be described as mere getting from point A to point B process. When we tackle the problem of idiomaticity, SLA becomes much more similar to mapping in geography, wherein we “cover” the areas of our interests, mostly ignoring the other fields. Successful “mapping” seems to be the key facilitator of spontaneous speech. One of the ways to help creating such an individual “word-map” will be shown below.

Key words: Second language acquisition, oral ability, spontaneous speech, e-learning, non-linear learning

Given the same material to work on, students show a strong tendency to pick out the words or word expressions that they would use in their mother tongue. The acquisition of these very expressions seems to be one of the keys in successful language learning. That is to say, the creation of their idiolect appears to be crucial for fostering spontaneous speech.

In January 2021 I have created a new course of the Japanese language. It consists of two main parts: linear study using coursebook, and nonlinear study through online performances at the event called “Koukishin”. Students give their speech on different topics. The procedure is as follows. There is a single topic for each event. Participants are free to write anything they want within the topic, and they are encouraged to fully express their opinion.

The text of the speech is to be prepared in advance. The participants exchange their texts to receive the correction by native speakers. They correct grammar and lexis mistakes, also paying strong attention to idiomaticity. Native speakers are allowed to suggest better wording to express the idea, considering

three perspectives: sociolinguistic, ethnolinguistic and psycholinguistic. After the text of the speech is corrected, a voice recording is created and sent back to the author. On the day of the event participants are encouraged to retell the text by heart or to read out. The total time for each speaker is ten minutes. It includes retelling and answering questions of the audience that were not prepared in advance. The material gathered for the speech is usually enough to answer virtually any question within the studied topic.

This view suggests a model of language learning, which is opposed to step-by-step, getting from point A to point B approach. The process is more similar to mapping in geography. When we create a map, we cover the target area to the degree we need. I guess that quite the same unconscious language mapping takes place when we are exposed to our target language.

ELENA V. MARININA. *WHAT IS THE ENGLISH WE TEACH?*

Lomonosov Moscow State University, Russia

Abstract: One of the most important problems in ELT is the choice of the variety of English to teach. Traditionally, ELT teachers relied either on British English or American English. Nowadays, regional varieties of non-native users of English seem to have got the same status. In this connection, several questions are bound to arise. How are regional varieties of English different from typical errors made by students of the language? What is the status of a regional variety of English in ELT system?

Key words: English Language Teaching; world Englishes; Russian English

The question what variety of English should be taught to foreign learners of the language could be considered to be a rhetorical one until the end of the previous century. The choice was usually confined to the opposition of British English and American English. Every country chose either of them for its educational system proceeding from its economic and political ties, historical and cultural traditions, etc.

The situation changed drastically in the 1990s when the principles of political correctness started to penetrate the ELT system. This new approach was clearly formulated in TESOL Newsletter in 1998, "As English is becoming a global language, we, as teachers, must develop our students' capacities to communicate in the global village environment. Nobody on the panel was suggesting that a standard English be put in place, but instead the speakers advocated for each teacher to teach in her or his own dialect, or in the major dialect of the country or region". [2: 5]

This issue got a new dimension when the theory of World Englishes developed by Braj Kachru became widespread and accepted in linguistics. According to this theory, Russia, as many other countries, has developed its own variety of the English language that belongs to the expanding circle. [1: 242–244]

It should be noted that the concept of Russian English as a separate variety of the English language still seems to be rather controversial and disputable in Russian linguistics. There are so many questions to answer.

Among them: what is meant by *Russian* in the term *Russian English*? Does it refer to the ethnical Russians or to all nations and nationalities of the Russian Federation? In the second case, we should probably speak of numerous Russian Englishes.

However, the most difficult and arguable point is the linguistic status of Russian English and its status in ELT system. How is it different from the most common mistakes made by native speakers of the Russian language? Should it be taught to Russian students of English? Should it be considered as a standard or an acceptable variety? What is the way to find some balance between intelligibility, accuracy of expression and the right of a person to express their cultural and ethnic identity?

References

1. Proshina Z.G. (2010). Variantnost' anglijskogo yazyka i mezhdunarodnaya kommunikaciya. Lichnost', kul'tura, obshchestvo. (Personality, Culture, Society). Mezhdunarodnyj zhurnal social'nyh i gumanitarnyh nauk. XII (55–56), 242–252.
2. Garcia P. (1998). TESOL Takes Manhattan. The AZ-TESOL Newsletter, 20 (1), 5.

VIOLETTA V. PETROVA. NEEDS ASSESSMENT AND MATERIAL DEVELOPMENT FOR BUSINESS ENGLISH STUDENTS

Saint-Petersburg branch of the Financial University under the Government of the Russian Federation, Russia

Abstract: The presentation aimed to describe one of the tools of increasing students' motivation to learn a foreign language – needs assessment for material development for Business English students. The author identifies two major target audiences learning Business English – corporate students and university students, describes their main features, interests and needs that have to be taken into consideration when developing teaching materials for them. The author suggests ways of meeting the needs of corporate students and ways of taking into account future professional interests of university / college students which can be done in cooperation with faculty teaching major-related subjects.

Key words: motivation, needs assessment, material development

The issue of increasing students' motivation has always been of great importance for educators. One of the ways to achieve this is to take into account students' personal features, psychological characteristics, learning methods, interests and needs. Assessing students' needs and professional interests in teaching Business English allows to organize the teaching process more efficiently, to develop materials and to support students' interest in learning the foreign language (Starodubtzeva, 2014).

One should distinguish between two types of students learning Business English – corporate students and university students. These groups differ significantly in many respects, so their learning needs vary considerably. Corporate students are people whose training is organized by their company in order to improve their performance. They know their job responsibilities and expect the course to satisfy their working needs. An educator teaching corporate

students has to identify the functions they perform at work, outline grammar structures and vocabulary units for the needed functions and develop the teaching materials to meet the company's and the students' needs and knowledge level (Day, 2012). Corporate training does not have to comply with any educational standards. The target language level depends on job positions.

The language course for university students has to provide a comprehensive approach to teaching the language and aims to develop general receptive and productive language skills. Since it is difficult to identify the future scope of students' job responsibilities at the university level, an educator cannot focus on particular functions needed for a particular job. However, to take into account students' needs and professional interests, it is possible to build the contents of the course around / or with clear consideration of the contents of economics or other majors and develop tasks similar to those students will deal with in their future careers (Petrova, Zorina, Kreer, 2019). To better achieve this, we suggest cooperating with the faculty teaching major-related subjects and developing materials to teach some of the courses in a foreign language using elements of CLIL. This will involve selecting topics from major-related subjects, compiling glossaries for them, translating cases to be discussed both from the sense-bearing and linguistic points of view.

In this way, students are encouraged to use English for professional communication and develop competencies that can be used in their future professional lives.

References

1. Day, J., (2012), Teacher's notes for ESP, Cambridge.
2. Petrova, V.V., Zorina, E.E., Kreer, M.Y., (2019). Presentation of a job-related project in foreign language university classes. In Communicative Strategies of Information Society, CSIS' 2019 (pp. 2–11). The European Proceedings of Social and Behavioural Sciences: ISSN 2357-1330.
3. Starodubtzeva, V.K., (2014), Motivatsiya studentov k obucheniju // Modern issues of science and education. – 2014. – №6.; URL:<http://science-education.ru/ru/article/view?id=15617> (retrieved 21.03.2021).

MARINA E. POKROVSKAYA. *THE RELEVANCE OF LINGUISTIC STUDIES AND ELT MATERIALS DEVELOPMENT IN THE EVOLVING MULTIMODAL COMMUNICATION ENVIRONMENT*

Lomonosov Moscow State University, Russia

Abstract: Communication environments are characterized as multimodal, where language maintains its core status. The multimodality of discourses is considered through understanding their semantics and semiotics, where meanings and symbols go beyond linguistics and are understood in terms of philosophy. ELT aims at presenting these particularities of language landscape evolvement. In ESP coursebooks, the use of various modes, that are symbolic texts, encoding national worldviews, as means of realization of intermodality, is one of the ways to provide relevant professional communication worldwide.

Key words: ELT materials, communication environment, multimodality of discourses, language landscape, ESP coursebooks

Currently, communication environments, both national and global, are characterized as increasingly multimodal, i.e., they incorporate the language *per se* in combination with visual or auditory images, symbols, events [1] and many other domains of culture, e.g. music and architecture [2]. The multimodality of discourses is considered through understanding their semantics and semiotics, where meanings and symbols go beyond linguistics and are referred to in terms of philosophy.

Does that mean that language studies *per se* is increasingly losing its relevance and this phenomenon affects ELT? Considering some emerging trends in academic studies reveals that all of the following phenomena, i.e., multimodality of communication environment, synergetic approaches to multidisciplinary studies, “the linguistic turn” in the humanities and the increasing impact of cultural and geopolitical studies [3] make language studies the core discipline for ELT.

Consequently, given that the text maintains its relevance, other new trends should also be introduced in language teaching. For ELT teachers there is a kind of challenge of creating new materials. The use of various discursive modes, that are symbolic texts, encoding national worldviews, as means of realization of intermodality [4], is one of the ways to provide relevant communication. These multimodal phenomena can materialise through various images, literary works, periodicals, computer means or material artefacts and events. It allows visibility that is important for the ELT process.

As for ESP coursebooks, their new types should be addressed to various target audiences and at various levels of specificity: General academic English (common for all), then two separate coursebooks, one of Academic English for sciences and another for humanities, and at the next level, two more coursebooks of Academic English for specific subjects in sciences and in humanities, more thoroughly revealing the features of each discipline.

This approach can help provide understanding and creating professional discourses among specialists in multidisciplinary professional contexts worldwide.

References

1. Brandt, S. (2004). Gunther Kress & Theo van Leeuwen, *Multimodal discourse: The modes and media of contemporary communication*. London: Arnold, 2001. Pp. vii, 142. *Language in Society*, 33(1), 115–118.
2. O'Halloran, K. & Fei, V. (2014). 13. Systemic functional multimodal discourse analysis. In S. Norris & C. Maier (Ed.), *Interactions, Images and Texts: A Reader in Multimodality* (pp. 137–154). Berlin, München, Boston: De Gruyter Mouton.
3. Pokrovskaya M.E. (2020) Transformacii toponimov v onomastikonah anglijskogo i russkogo yazykov: grammatika, struktura, semantika. *Litera*, (1), 38–52.
4. Rzheshhevskaya A.A. (2019). O polimodal'nosti i perspektive v diskurse. *Vestnik Moskovskogo gosudarstvennogo lingvisticheskogo universiteta. Gumanitarnye nauki*, (7 (823)), 43–51.

SVETLANA A. REZTSOVA. *MULTIPLE INTELLIGENCES THEORY AND COMMUNICATIVE LANGUAGE TEACHING*

State University of Humanities and Social Studies, Russia

Abstract: The paper is devoted to the impact of Multiple Intelligences Theory on the foreign language classroom: it is essential for a teacher to be aware of the students' intelligence profile to employ the classroom techniques that maximize the students' learning potential and make the learning process more efficient and motivating.

Key words: Communicative Language Teaching, Multiple Intelligences, students' intelligence profile

Communicative Language Teaching began its life as a reaction to the old methods of language teaching, which emphasized the mastery of language structure. This kind of instruction produced “structurally competent”, but “communicatively incompetent” students [2:21]. In Europe and the USA the transition to CLT began in the 1960s when the countries started to cooperate closely in politics, industry, trade, education. In Russia it started in the 1990s after the iron curtain was broken and the country was brought into the world mainstream of development.

CLT is based on the humanistic approach which is:

- task-based (L2 is used to carry out meaningful tasks);
- focused on cooperative learning and communication from the very beginning;
- learner-centered (students learn independently through trial and error, the role of the teacher is that of a facilitator and a guide).

When designing and teaching an English lesson, teachers should primarily think about their students: who they are, what their learning styles are, why they are in the classroom, what their goals are, how they can be helped to accomplish their goals. Multiple Intelligences Theory, MIT, states that individuals have different 'intelligences', different ways to process information and interact with the world. These eight multiple intelligence types are the following:

- Linguistic Intelligence (“word smart”);
- Logical-Mathematical Intelligence (“number/reasoning smart”);
- Visual-Spatial Intelligence (“picture smart”);
- Bodily-Kinesthetic Intelligence (“body smart”);
- Musical Intelligence (“music smart”);
- Interpersonal Intelligence (“people smart”);
- Intrapersonal Intelligence (“self smart”);
- Naturalist Intelligence (“nature smart”) [1].

According to Multiple Intelligences Theory, language learning tasks can be developed around different types of intelligences. In the foreign language classroom it is essential for a teacher to be aware of the students' intelligence profile to employ the classroom techniques that maximize the students' learning potential and make the learning process enjoyable and highly motivating. For example, students and groups with high visual-spatial intelligence learn best by

creating something visual using space such as a collage, art piece, or written map of the information. So a teacher can make use of their creativity with the help of mind mapping techniques, the use of guided visualizations or verbal imagery, asking students to create collages for visual presentations.

Multiple Intelligences Theory gets teachers to think about the various intelligences that students have and to diversify classroom activities to increase the students' motivation and involvement.

References

1. Gardner, H. (2011). *Frames of Mind*. New York: Basic Books Inc.
2. McDonough, J. & Shaw C. (2013) *Materials and methods in ELT*. Blackwell.

YULIA I. SHCHERBININA. *POETRY PHARMACY IN THE EFL CLASSROOM*

Lomonosov Moscow State University, Russia

Abstract: The given talk is devoted to teaching contemporary English-language poetry in the EFL classroom. It discusses the materials, online resources and techniques that could be used for promoting poetry appreciation among students.

Key words: methodology, teaching contemporary poetry, materials development

Poetry as something one can discuss, interpret, analyze has always been terribly intimidating for many students, especially when it comes to contemporary poetry. And yet it can be taught in the EFL classroom, to great effect.

The following lesson plan is based on the recording of a poetry recital event called *The Power of Poetry* provided by the non-profit organization IQ2 (Intelligence Squared) [3]. The idea of the event was prompted by the poetry collection put together by William Sieghart, namely “The Poetry Pharmacy: Tried-and-True Prescriptions for the Heart, Mind and Soul” [4]. It comes from the premise that poetry has a therapeutic power and one can prescribe poems for different ailments.

At this poetry event William Sieghart and his co-host Jeanette Winterson introduce some of their favourite pieces from this collection, comment on their meaning and then the actors take the floor and recite these poems. The texts are mostly contemporary, free verse, very relatable, and emotionally charged. I used the discussion and the poems from this recording to initiate a conversation about poetry with my class.

If time permits, one may offer students some materials beforehand to facilitate further conversations on the subject. One may specifically recommend the article “How does a poem mean?” by John Ciardi [1] or T.E. Hulme’s “A Lecture on Modern Poetry” [2].

Then students are given the task to watch the IQ2 event and consider such questions as:

- What is a poem? What makes a good poem?
- How should a poem be read?

- What does the right poem found at the right time do for you?
- Can poetry appreciation be taught? How?

My students could watch the recording, read the poems and choose the one that spoke to them on a personal level. I asked each student to prepare a recital of one poem from the list and to talk about it in class. This turned out to be an eye-opening experience.

To sum up, a lesson based on the collection “The Poetry Pharmacy” and the IQ2 poetry recital event allows the teacher to develop students’ listening, reading, speaking skills, critical thinking, makes it possible to implement the personalized approach, engages students emotionally and intellectually, expands their knowledge of contemporary literary scene and their appreciation of poetry.

References

1. Ciardi, John. How Does a Poem Mean? <https://studylib.net/doc/7967614/john-ciardi--how-does-a-poem-mean%3F>”.
2. Hulme, T.E. A Lecture on Modern Poetry. – Hulme, T.E.: Collected Writings (edited by Karen Scengeri) (1994). Oxford: Clarendon Press.
3. Intelligence Squared. (2018, April 20). The Power of Poetry [Video]. YouTube. <https://www.youtube.com/watch?v=WKoVNqjNqtY>.
4. Sieghart, W. (2017) The Poetry Pharmacy. Penguin Random House UK.

NATALIA Y. STEPANOVA. *THE FLIPPED CLASSROOM AS A WAY TO CREATE A LEARNER-CENTERED ENVIRONMENT*

State University of Humanities and Social Studies, Russia

Abstract. The paper is devoted to the concept of ‘the flipped classroom’ and the benefits it presents for both learners and educators, who have reversed the traditional teaching mode. The analysis of data brings us to the conclusion that the flipped classroom model contributes to the personalization of instruction by taking into account the individual abilities of students as well as their motivational, collaborative and educational needs. The paper focuses on the positive outcome of its usage based on the author’s experience.

Key words: flipped classroom, blended learning, student-centered learning, interactive collaboration

In recent years, teaching methods aiming at creating a more personalized learning environment by means of combining online and class instruction have gained international recognition. ‘The flipped classroom’ is gaining popularity in the field of innovative and interactive instruction. Unlike traditional education, in flipped teaching students first study the topic by themselves, especially online, using video lessons, and then have discussions and complete assignments on it in class, with team-based or project-based learning often involved.

The authorship of the term and the concept itself is ascribed to Jonathan Bergmann and Aaron Sams, chemistry teachers from the US, though it should be admitted that historically, the ideas of a flipped classroom are based on the concept of peer instruction developed by Eric Mazur back in the 1990s [1].

Modern educators who have flipped their classrooms report many benefit:

- Placing didactic content online allows students to learn at their own pace. Students can choose to be engaged with the material at the most productive time of the day, depending on their biorhythms.
- It is more efficient as students enter the classroom prepared to contribute.
- It enriches the classroom as more time can be spent on group work and projects.
- Doing homework in class allows students to assist each other, which benefits both the advanced and cognitively challenged learners [2].

Flipping also brings changes for teachers. First, it allows teachers to target the students who need help. Also, instead of instructing from the front, teachers “guide on the side”. This allows them to work more closely with individuals or small groups. Teachers that are not too good at presenting in class, can use videos to explain the concept and focus on methods of teaching that suit their style, such as project work or experiments. Many scholars also argue that the flipped classroom model promotes equal learning opportunities as all students get the same attention when doing their homework.

By doing this, flipped learning classes move from a teacher-focused learning model to a student-focused learning model. Flipped classes can help to ensure that students move forward only when they have demonstrated they can apply what they have learned with confidence.

To sum it up, the flipped classroom model contributes to the personalization of instruction by taking into account the individual psychological, physical, cognitive and intellectual abilities of students as well as their motivational, collaborative and educational needs and requirements.

References

1. Bergmann, J. & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. International Society for Technology in Education.
2. Maarek, J.-M., & Brittany, K. (2015, June 14–17). *Assessment of Performance and Student Feedback in the Flipped Classroom*. [Paper presentation]. 122nd ASEE Annual Conference and Exposition, Seattle, WA, USA. <https://www.asee.org/public/conferences/56/papers/12179/view>.

ASSIYA R.SULKARNAYEVA. *EARLY ENGLISH LEARNING AND TEACHING AT KAZAKHSTANI PRIMARY SCHOOLS*

Kazakhstan Branch of Lomonosov Moscow State University, Kazakhstan

Abstract. Implicit outcomes on early English learning and teaching at Kazakhstani primary schools from 2012 till 2021 have arisen some popular myths about learning and teaching English. The author provides the excerpted results from her sociolinguistic research on some myths and facts about learning and teaching English in Kazakhstan.

Key words: early English learning, primary school, myths, facts

The year 2012 became significant for Kazakhstani primary schools because some state schools took part in the experiment on early English learning\teaching. Now these primary learners have become high school graduates. Nevertheless, no verified data\results have been collected, analyzed or published by the Ministry of Education and Science in the Republic of Kazakhstan.

The only small-scale research conducted is our joint project '*Myths and facts about early English learning: sociolinguistic research outcomes*', presented at the KazTEA Republican Conference (Shymkent, 2018). The research analyzed and described 10 myths and 10 facts about the efficiency of early English learning / teaching (a study conducted at one Astana primary school class); summarized and determined further possible prospects. Here are some excerpts. **Myth 1.** English can be easily learnt in school lessons only. **Fact 1:** 53% participants attended complementary (private) courses. **Myth 2.** Primary learners will speak fluent English due to school lessons only. **Fact 2:** 68% participants can understand some words and phrases without catching spontaneous English speech. **Myth 3.** Primary learners will speak fluent English in 4 academic years. **Fact 3:** 19% of the 5th grade learners do not speak English; 74% can utter a few phrases only. **Myth 6.** English is possible to be learnt in Kazakhstan despite the lack of English language environment. **Fact 6:** 94% support it. **Myth 9.** Learning English requires an inborn talent. **Fact 9:** 81% do not believe it.

The matter remains small (*or large?*). The Ministry of Education and Science must conduct a large-scale (throughout the Republic), statistically verified, objective and qualitative research on: 1) determining the quality of English language acquisition by primary school learners / high school graduates, since only such a research will either confirm or deny the efficiency of early English learning and teaching at primary schools; 2) mastery of foreign languages by the population for the period from 1991 to 2021.

The outcomes will make it possible to analyze the occurred **paradigms**, the existing **trends** in foreign language acquisition in Kazakhstan. It will outline **long-term plans** for the further development of foreign language education, too, taking into account the economic, social, mental and cultural, geopolitical prerequisites for Kazakhstan to be accepted as a well-developed state.

ELENA A. TSYVKUNOVA. *ONLINE SIMULATIONS AS A POWERFUL LEARNING TOOL IN SCIENCE DIPLOMACY EDUCATION*

The National Research Nuclear University MEPhI, The Institute of International Relations MEPhI, Russia

Abstract: The NPT Review Conference Model serves as a prime example of an extended simulation in the context of science diplomacy. The Model constitutes a real-life multilateral exercise aimed at bridging the gap between academic theory and diplomatic practice as well as engaging participants in the interactive, authentic and self-driven acquisition of knowledge. The Model proves to be an impactful simulation

with a view to encouraging youth to be involved in the issues of non-proliferation, disarmament and nuclear test ban.

Key words: online simulations, science diplomacy education, the NPT Review Conference Model, interactive acquisition of knowledge

One of the key tasks of science diplomacy education is to nurture a new generation of experts who are interested in cross-cutting issues at the interface of science and international relations and who are willing to bridge diplomatic challenges and technical solutions.

In this regard, the development of negotiation skills is deemed to be crucial for science diplomacy education. The best way to learn and practice negotiation skills, which include abilities such as communication, persuasion, working in teams, strategic planning and cooperation, is to engage students in simulated experiences like negotiating an international agreement.

The NPT Review Conference Model can serve as a prime example of an extended simulation aimed at teaching negotiation skills in the context of science diplomacy. The Model constitutes a real-life multilateral exercise which is designed to bring together tradition and innovation and build bridges between academic theory and diplomatic practice.

The Model is conducted in online working sessions comprising intersessional activities. Participants take on the roles of the representatives of assigned countries and negotiate their position in a manner representative of their real-world counterpart. For more than a month, they become immersed in the Review process of the NPT in order to discuss its implementation, identify national and group priorities, set a forward-looking agenda and adopt an outcome document. A remote format of the Model makes it possible to invite experts and representatives of international organizations such as the CTBTO and the OPANAL. Keynote speakers share their first-hand knowledge and experience of the NPT Review process, elaborate on the diplomatic protocol and explain the rules of procedure.

The Model turns out to be a thought-provoking exercise which serves as a springboard for generating fresh ideas and boosting out-of-the box thinking. Moreover, the Model is expected to engage participants in the interactive, authentic and self-driven acquisition of knowledge, thus becoming instrumental in developing learner autonomy.

On balance, the participants' feedback indicates that the Model constitutes a powerful learning tool in science diplomacy education. Not only does the Model provide great opportunities for participants to grasp the modern-day realities of the NPT Review process but it also promotes the development of decision-making and task prioritizing skills. Moreover, the Model is deemed to be instrumental in raising interdisciplinary and multicultural awareness as well as fostering inter-institutional collaboration.

All in all, extended simulations prove to be rewarding, capacity building exercises with a view to nurturing science diplomacy generation.

ELENA E. VINOGRADOVA. *THE MOST IMPORTANT CRITERIA FOR THE DEVELOPMENT OF LEARNING MATERIALS IN ‘SOFT’ CLIL MODEL*

National University of Oil and Gas “Gubkin University”, Russia

Abstract: In alignment with a competence-based approach to higher education, and learning a foreign language in particular, ‘soft’ language-led model of CLIL technology can support teachers with means of building knowledge on students’ specialty, promoting their cognitive engagement, communication skills and language enhancement through correctly prepared learning materials. On consideration of ‘soft’ CLIL technology practitioners’ experience the most important criteria for the development of learning materials in language-led CLIL context have been presented.

Key words: competence, CLIL technology, ‘soft’ CLIL, learning materials, academic language, authentic materials, critical thinking.

In current educational paradigm, the concept of competence occupies a central role, and the notion of ‘competence’ embraces gaining both cognitive and practical skills in addition to knowledge-building (European Commission, 2019). In this context, CLIL technology provides instruments for knowledge-building, cognitive thinking development and language acquisition through the same learning materials.

Having considered the CLIL methodologists’ recommendations, and our own attempts of introducing CLIL principles for planning a foreign language lessons and providing scaffolding for students preparing oral presentations for participating in the Annual Youth Scientific Conference ‘Oil and Gas’ we have figured out the most important criteria for development of learning materials for a foreign language lessons in ‘soft’ CLIL context.

The first criterion to be mentioned is choosing learning materials which systematically improve academic language proficiency. We consider this criterion first presented by Peeter Mehisto (Mehisto, 2012) to be one of the most important in ‘soft’ CLIL learning materials preparing. The second criteria closely connected with the previous one is the emphasis on the authentic language. Learning materials are to include podcasts, short videos, recordings of presentations, technical project reports publications, handbooks, documentation, as well as media discourse to incorporate language of different registers, both spoken and written styles. Third, the introduction of self and peer review along with traditional teacher assessment. Marsh, Hood and Coyle emphasize the possibility to enhance assessing ‘beyond the teacher’ and state that ‘peer-assessment can lead to better self-assessment’(Coyle et al., 2010). Forth, learning materials, as CLIL technology implies, should develop critical thinking. Indeed, we consider challenging analyzing, comparing, hypothesizing, evaluation and problem-solving tasks to be an obvious benefit of CLIL technology for a foreign language classroom. Language-led models are not focused on content knowledge-building, but ‘cognition’ aspect of 4C paradigm, employing a taxonomy of thinking skills (Anderson & Krathwohl, 2001) for producing learning materials makes this teaching approach very useful and attractive.

References

1. Anderson, L.W., & Krathwohl, D. R. (Eds.). (2001). *A Taxonomy for Learning, Teaching and Assessing: A revision of Bloom's Taxonomy of Educational Objectives*. Longman.
2. Coyle, D., Hood, P., Marsh, D. (2010). *CLIL. Content and Language Integrated Learning*. Cambridge University Press.
3. Mehisto P. (2012). Criteria for producing CLIL learning materials. *Encuentro*, 21, 15–33. ISSN 1989-0796.
4. European Commission. (2019, July). *The Key Competences for Lifelong Learning*. Publications Office of the European Union. <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>.

OLGA D. VISHNYAKOVA. *LINGUISTIC AND CULTURAL KNOWLEDGE CORRELATION IN TERMS OF TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE*

Lomonosov Moscow State University, Russia

Abstract: English is used as an international language, on the one hand, and functions as the native tongue of a number of English-speaking communities, on the other. It is characterized by its conceptual basis as well as certain linguistic, cultural and conceptual world-view peculiarities. Cultural knowledge as the domain of cultural concepts representation helps to penetrate into the mechanisms of cultural and conceptual meaning transfer from one culture to another, which plays an important role in the linguistic educational process.

Key words: international language, linguistic knowledge, cultural knowledge, world-view, concept, meaning transferability

Correlation between linguistic and cultural knowledge is a complex phenomenon and the boundary between the two is considered to be vague and sometimes hardly distinguishable. Both language and culture refer to cognitive systems and concepts shared by members of the society. Lexical knowledge can serve as a vivid example within these terms as meanings of words are immediately concerned with conceptual, linguistic and cultural world-view of the individuals in a certain community.

We precede from the premise that cultural knowledge should be understood in a broader sense, as this phenomenon includes not only issues that belong to the cultural background of a particular linguistic community, but refer to the realm of linguistic sign cultural experience, as language is used to embody, express and symbolize cultural reality. Access to cultural knowledge as the domain of representation of cultural concepts enables scientists to approach and study mechanisms of cultural and conceptual meaning transfer from one culture to another, based on application of certain skills and knowledge in the field of linguistic meaning potential realization. The conceptual approach to teaching EIL takes into special consideration both the abilities of linguistic meaning to be transferred into another language system and that of cultural meaning to be transferred into another culture, with special attention to global cultural flows as referred to the scope of universal and culturally specific concepts and values.

The process of teaching English as an international language concerns with a number of assumptions that include establishing an intercultural environment within a classroom, based on both 'teaching culture as difference' and 'teaching culture as similarity' approaches, in reference to the variety of national characteristics of the learners, as well as conceptions of cultural competence development, cross-cultural sensitivity, intercultural awareness, etc. One of the most topical problems within these terms is the way multimodal approach to languages teaching is used, which takes into special consideration different forms and aspects of human activity and based on the process of interaction of various semiotic systems.

In conclusion it should be emphasized that in spite of the fact that much has been done within the field of English teaching methodology elaboration so far, problems that concern cultural knowledge and its potential application in the course of teaching English as an international language are still subject to discussion, especially with regard to meaning transferability within linguistic cultural domains under consideration.

**Милякова Виктория Владимировна. ОБУЧЕНИЕ
ПЕРСУАЗИВНЫМ ТАКТИКАМ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА**

Московский государственный областной университет, Россия

Аннотация: Статья посвящена специфике отбора языкового материала для обучения персуазивным стратегиям на уроках английского языка. В работе приводятся примеры лексических единиц, реплик-клише, грамматических структур для передачи аргументативных, эмотивных и оценочных тактик персуазивной речи, которым следует уделять внимание на уроках при изучении языка.

Ключевые слова: Персуазивные стратегии, персуазивная коммуникация, коммуникативные умения, персуазивные техники

Происходящие за последние десятилетия в науке и технологиях события коренным образом изменили как современную науку, так и современное общество. Ключевую роль в ускорении изменений сыграли информационно-коммуникационные технологии и активно развивающаяся среда интернет, основанная на них, точнее, созданная для более эффективного их применения. В сети Интернет все чаще встречается персуазивная коммуникация, которая является одним из видов ментально-речевого взаимодействия коммуникантов, а именно в котором происходит вербальное воздействие на ментальную сферу реципиента. Под персуазивной коммуникацией, вслед за Голодновым А.В., мы будем понимать особый тип ментально-речевого взаимодействия, при котором адресант реализует попытку воздействия на сознание реципиента, прибегая к воздействию посредством коммуникативных стратегий убеждения, нацеленных изменить поведение адресата для совершения тех или иных действий [1;62].

Обучение иностранному языку начинается в школе, именно поэтому, мы считаем что у обучающихся необходимо формировать соответствующие коммуникативные умения, а именно, использование персуазивной (убедительной) стратегии в разных ситуациях общения для их более легкого общения в дальнейшем.

На фонетическом уровне в рамках персуазивной стратегии чаще всего используется техника фонетического выдвижения. Так же следует обучать учащихся артикуляционным навыкам, а именно, сосредоточиться на акцентуации и интонировании.

На уроках следует уделять особое внимание изучаемой лексике. Ведущей персуазивной техникой является техника создания положительного имиджа, благодаря которой происходит приписывание оценочных характеристик с помощью общеоценочных прилагательных, интенсификаторов [2;145].

При обучении грамматическому материалу стоит обратить внимание на то, что для персуазивной речи характерны вопросительные предложения, так как стилистически они более нагруженные, чем утвердительные, и позволяют автору смоделировать диалог с потенциальным читателем и привлечь его внимание к особо важным пунктам сообщения [3;18].

Список литературы

1. Голоднов, А.В. Риторический метадискурс: основания прагмалингвистического моделирования и социокультурной реализации / А.В. Голоднов. – СПб: Астерион, 2011. – 343 с.
2. Иссерс О.С. Коммуникативные стратегии и тактики русской речи. – 3-е изд., стер. – М.: Едиториал УРСС, 2003. – 284 с.
3. Стернин И.А. Введение в речевое воздействие. – М.: Воронежтасс, 2010. – 134 с.

ANNA V. RUDAKOVA. HOW TO WRITE AN ARTWORK DESCRIPTION. HOW TO PAINT THIS TEXT THEN

Lomonosov Moscow State University, Russia

Abstract: Multimodal learning environment with its verbal/non-verbal inputs and GoogleDocs are viewed as streamline tools that have become a time-saving and enjoyable reward for students' efforts. Perfectly meant for scrutinizing the text about Cedric Morris, an English gardener and a painter, GoogleDocs allowed students to prepare detailed descriptions of floral compositions. Then these descriptions are sent to other students with the task to paint copies of Morris' masterpieces without seeing originals but only reading descriptions, analyzing every word, imagining the painting.

Key words: multimodal learning environment, learning spaces in digital era, digital education tools, GoogleDocs, visualizing a text, verbal/non-verbal inputs.

Multimodal learning blended with GoogleDocs reveals itself as a fully involving and engaging strategy. Visual, auditory, kinesthetic senses are heightened and sharpened during the learning process when students experience

creative learning environment through a diverse learning style describing visual cues, reading the written cues, visualizing texts.

An article about Cedric Morris, a painter and a gardener, his artwork – the floral paintings, in which flowers are the focal point of his artistry – proved to be not only a spellbinding story, but provoked a creative environment of Art. Facing at first a serious intellectual challenge of knowing no proper name mentioned we searched for all of them within a few minutes. The pleasures and pains of classwork easily turned mostly to pleasures with this redeeming feature of GoogleDocs that allows students to work as a team, which is considered to be among highly praised soft skills nowadays. If developing such skills is among our philological goals, we can provide the students with a collaborative space to pool their collective study material. Students plunge in thoughts about Arts dwelling in the atmosphere of paintings and flowers, naturally GoogleDocs help them not to be drowning in the material.

We unfold the personality of Cedric Morris – an extraordinary painter, and a keen gardener, being peerless and enthusiastic, he was an unrivalled painter among gardeners. Starting from scrutinizing this text, students are provided with his paintings for a detailed description of the flowers composition. They exchange their descriptions to paint the copy of Morris' masterpiece without seeing the original, only reading descriptions, analyzing every word, imagining the painting. What comes into mind at this level of the students' work is CLIL methodology, when it is the topic itself that becomes predominant rather than a foreign language. Emphasizing the context even deeper, students, impressed by this flowering environment, enjoy the article thoroughly, go beyond the mere material published, extend their views upon art and gardening as something not only typical of the English but really indispensable from their lives. Thus, students are utterly absorbed by this Linguistic-Art therapy.

≡ **HARD AND SOFT SKILLS FOR PROFESSIONAL DEVELOPMENT**

LYUDMILA S. CHIKILEVA. *TECHNOLOGY ASSISTED LANGUAGE INSTRUCTION: IMPORTANCE OF PEDAGOGICAL MANAGEMENT TOOLS*

Financial University under the Government of the Russian Federation, Russia

Abstract: There are many changes in the traditional language instruction, in the forms of pedagogical management. Electronic technologies provide opportunities for creating a personal learning environment, give learners chances to choose language content based on their professional interests. The main task of the teacher is to help students in the selection of content for autonomous study, to monitor the process of technology-enhanced learning. Selecting relevant tools for pedagogical management contributes to the increase of students' motivation, their interest in language learning.

Key words: pedagogical management, autonomous study, personal learning environment

There have been recently many changes in the traditional instruction of foreign languages. As a result of the pandemic, new technologies have been implemented and new forms of language instruction are widely used. There are also certain changes in the forms of pedagogical management and in the ways of teacher-students interaction. Electronic technologies provide opportunities for creating a personal learning environment. Integration of personal educational environment in the process of language instruction seems to be an effective way to develop learners' professional competence. It gives language learners a chance to choose language content based on their professional interests and their level of foreign language proficiency.

Modern technologies expand opportunities for language instruction and skills formation in both classroom and autonomous work. The main task of the teacher / tutor is to help students in the selection of content for autonomous study, to integrate personal routes in individual personal environment, to monitor the process of technology-enhanced learning. The use of individual educational routes contributes not only to the formation of students' competencies but also to the development of their life skills, their initiative and time management. The interaction between teachers and students is changing as traditional roles have changed. Teachers collaborate with language learners outside the classroom using various tools of pedagogical management. Digital technologies provide new forms of pedagogical management and better possibilities for feedback. They are used in language instruction to help learners study more effectively. More than that, language learners can upgrade their digital skills. There is no doubt, it is useful for the formation of life skills and for promotion of lifelong learning. However, fast development of digital resources and numerous tools present some challenges. It is of great importance for a tutor to use pedagogical management tools taking into consideration individual needs of the learners. Tutor's task is to motivate learners, encourage them, to monitor

the process and results of their individual activity with digital educational resources. Proper choice of pedagogical management tools is very important for the efficiency of this process. Tutors can collaborate with their students outside the classroom using text messages and emails. Forming individual learning environment requires understanding learners' preferences, their educational and professional needs and their learning styles. It is obvious that their level of proficiency should be also taken into consideration. Selecting relevant tools for pedagogical management contributes to the increase of students' motivation and their interest in language learning.

ANNA GORIZONTOVA. *READING SKILLS FOR OFFICE WORKERS*

NUST MISiS, Russia

Abstract: Research on the distribution of the US and UK office workers' time between different types of activities recognized dealing with emails as an exceptionally important one. The author's own questionnaire answered by people working in international business, revealed some approaches to dealing with a big number of short texts on various topics. The techniques used by the respondents include prediction and scanning. The article suggests some practical implications of the research for Business English teaching.

Key words: Business English, reading strategies, emails, reading skills.

All Business English courses pay a lot of attention to reading skills development. Do such courses, however, always prepare learners to the specifics of the reading tasks they will encounter at work?

Recent research on office workers' time distribution between different tasks confirm that dealing with emails is at the top of the list. McKinsey research shows that an average worker in the US spends 28% (2.6 hours) a day on emails, receiving daily about 120 messages (Plummer, 2019). Adobe got an even more impressive figure of nearly 6 hours, though this research also counted time spent on personal exchanges (Johnson Hess, 2019). The UK figures are closer to McKinsey's: minimum 2 hours a day (Hearn, 2019). Even if writing e-mails accounts for more time than reading them, the latter still constitutes a significant part of daily activities.

This author put together her own questionnaire and asked 22 of her current and former colleagues from different countries to answer several questions about their work-related reading routine. Sixteen of them named emails as their most frequent reading. A half finds any text with more than 200–250 words 'too long'. Two respondents limited their 'comfortable' text length to 100 words.

Another set of questions was aimed at identifying strategies the respondents use when dealing with emails. Only two (both with relatively small number of incoming daily emails) read all the messages one by one. All others prioritize them looking at two characteristics: sender and topic. Thus, they are using the prediction technique. Sixteen respondents use skimming (fast reading

for gist), while scanning (reading for specific information) is used less – by 10 people.

Both the professional research and the author's own one prove that reading for work implies dealing with big volumes of short texts varying in content. Teaching Business English learners to cope with such tasks means exposing them to a range of short texts on a variety of topics, as well as helping to develop strategies aimed at prioritizing emails and reading them at a high speed – though not at the expense of comprehension.

References

1. Hearn A. (2019). Office workers spend the equivalent of 30 days a year on email. Retrieved from <https://www.independent.co.uk/news/office-workers-uk-email-time-a9149121.html>.
2. Johnson Hess A. (2019). Here's how many hours American workers on email each day. Retrieved from <https://www.cnbc.com/2019/09/22/heres-how-many-hours-american-workers-spend-on-email-each-day.html>.
3. Plummer M. (2019). How to spend way less time on email every day. Retrieved from <https://hbr.org/2019/01/how-to-spend-way-less-time-on-email-every-day>.

ЕМЕЛЬЯНОВА ОЛЬГА ПАВЛОВНА. *ТИПЫ И ХАРАКТЕР АРГУМЕНТАТИВНЫХ СТРАТЕГИЙ АКАДЕМИЧЕСКОГО ДИСКУРСА*

МГТУ им. Н.Э. Баумана, Россия

Аннотация: В статье рассматривается модель объяснительной стратегии научного дискурса, понимаемой как алгоритм обоснования теоретических положений, и ее роль в укреплении научной гипотезы. В рамках классификации способов доказательства приводится характеристика теоретического и казуального типов объяснения по таким параметрам, как формальная логика, структура и аргументативный потенциал.

Ключевые слова: стратегия, классификация, акты объяснения, способы обоснования.

Интерпретация понятия *объяснение* имеет двоякую направленность: это – процесс подведения факта действительности под общее положение, а также – непосредственный результат дедукции. Мы говорим о сильном теоретическом объяснении, когда состав его посылок включает научный закон, тогда обосновываемому явлению придается необходимый характер, а само объяснение считается глубоким. Структура сильного казуального объяснения предполагает опору на утверждение о причинно-следственной связи входящих в его состав посылок, указывая на их закономерный характер, и соответствует следующей схеме рассуждения: «Если верно, что А, то В; и верно А, то верно В». Приведем несколько примеров.

Автор работы “The stuff of thought” формулирует проблему освоения родного языка детьми на примере синонимичных предложных конструкций (e.g., load hay onto a wagon vs. load the wagon with hay) в форме вопроса: “*How do children succeed in acquiring an infinite language <...> when the rules <...> just get them into trouble...?*” [1, p.37].

Ошибочность исходного положения об обусловленности механизма языковой репродукции социальными коммуникативными паттернами доказывается отсылкой одновременно к авторитетному мнению и корпусу эмпирических данных: *“We used <...> the wug-test, after a classic study by the psychologist Jean Berko Gleason”* [1, p.39], находя подтверждение наличию у детей имплицитного знания правил морфологии, обуславливающих синтагматическую согласованность речи: *“...four-year-olds happily filled in the blank with **wugs**, a form they could not have memorized from adults”* [1, p.39]. Утверждение о врожденной способности к валидным индуктивным обобщениям и рационализации языковой действительности обосновывается ссылкой сразу на несколько основополагающих концепций: а) принципы структурной лингвистики Ф. де Соссюра [4], когда знак осмысливается, будучи противопоставленным по отношению к другим знакам в системе отношений *“When the child hears Boggs **flung** the ball or Vern shot two **moose**, those irregular forms stake out their cells in a mental matrix and fend off the rival form **flang** and **meese** (together with **flinged** and **mooses**)”* [1, p.41], что объясняет способность актуализировать форму глагола *to fling* по принципу исключения конкурирующих грамматических форм; б) теорию лингвистического релятивизма Б. Л. Уорфа о характере корреляции языка и мышления в плане имплицитных категорий языка, которые и играют ключевую роль в понимании целостного смысла высказывания: *“But what if the rule transformed not the arrangement of the phrases in a construction, but the framing of events that goes into its meaning?”* [1, p.42] Аргументативная сила выводных умозаключений обеспечивается за счет того, что они являются включенным в актуальную теоретическую концепцию, а формальная логика дедуктивного вывода и его соответствие схеме сильного объяснения служит достаточным основанием принять существующую теорию как приемлемую.

References

1. Pinker S. The stuff of thought. Language as a mirror to human nature. New York: Penguin Group Inc., 2007. 499 с.
2. Ивин А.А. Основы теории аргументации. Москва: Гуманит.Издат. центр ВЛАДОС, 1997. 352 с.
3. Ивин А.А. Современная философия науки. Москва: Высш.шк., 2005. 592 с.
4. Соссюр де Ф. Труды по языкознанию. Москва: Прогресс, 1977. 695 с.

ПУТИЛОВСКАЯ ТАТЬЯНА СЕРГЕЕВНА. ОБРАЗОВАТЕЛЬНАЯ ТРАЕКТОРИЯ АКАДЕМИЧЕСКОГО ПИСЬМА

Государственный университет управления, Россия

Аннотация: Образовательная траектория академического письма в рамках трех ступеней высшего образования формируется путем поэтапного развития компетенций, необходимых для написания научной статьи как целевой установки и результата длительного процесса обучения. Для каждого этапа выделяется основной тип академического письма, находящийся в фокусе

обучения, которое ориентировано на компетентностную модель данного типа и специфический набор необходимых знаний, умений и навыков.

Ключевые слова: академическое письмо, образовательная траектория, лингводидактические принципы, компетентностная модель, фокус образовательного процесса.

Необходимость овладения академическим письмом в высшей школе осознается сегодня педагогическим сообществом. Компетентность в написании научной статьи как основной целевой установки и результата обучения (Короткина, 2020) формируется достаточно долго и начинается на этапе бакалавриата с выработки базовых академических навыков письменной речи. Целью статьи является описание образовательной траектории академического письма для трех ступеней обучения в вузе.

Анализ проводится с учетом основных лингводидактических принципов, компетентностно-деятельностного подхода и понимания образовательной траектории как единого процесса формирования академических компетенций, ориентированных на один тип академического текста, находящегося в фокусе образовательного процесса.

В бакалавриате начальные навыки академического письма формируются при написании **эссе научного характера (science essay)**. Магистерская программа связана, прежде всего, с написанием **реферата (synopsis)**. Фокусом образовательного процесса в аспирантуре становится написание **статьи исследовательского характера (research article)**. Для каждой фокусной точки необходимо точно определить компетентностную модель деятельности, описать иерархию знаний, навыков и речевых действий, составляющих основу деятельности и предмет обучения (Dudnik & Putilovskaya, 2020).

Наиболее простым типом письменного высказывания, относящегося к категории академического письма, является эссе научного характера, написание которого требует знания логических законов построения письменной речи и стилистических особенностей научного текста, умения сформулировать название текста и написать абзац, владения различными коммуникативными типами высказываний. Студенты научаются писать введение и заключение, делать ссылки, транслировать чужое и собственное мнение, овладевают важнейшими лингвистическими средствами выражения мысли и осуществления внутритекстовой связности, каузальности, аргументации и т.д. (Savage & Mayer, 2012). Написание эссе научной направленности, рассмотренное в качестве примера, формирует базовые способности, на основе которых и развивается академическое письмо на следующих этапах обучения.

Таким образом, выделение для каждой ступени высшего образования фокусного типа академического письма позволяет сформировать у студентов те компетенции, которые приведут их к способности писать логически организованный и содержательный научный текст, характеризующийся высоким уровнем речевого и языкового оформления.

Список литературы

1. Dudnik, L.V., Putilovskaya, T.S. (2020). Educational Paradigm of Academic Writing. *Vysshee obrazovanie v Rossii = Higher Education in Russia*. Vol. 29, no. 1 (pp. 88–97). DOI: <https://doi.org/10.31992/0869-3617-2020-29-1-88-97>.
2. Короткина, И. Б. (2020). Академическое письмо: процесс, продукт и практика: учебное пособие для вузов. Москва: Юрайт, 2020 (295 с.).
3. Savage, A., Mayer, P. (2012). *Effective Academic Writing*. Student edition, Oxford University Press (168 p.).

ТВЕРДОХЛЕБОВА Ирина Петровна. МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ИНОЯЗЫЧНОЙ ПРОИЗНОСИТЕЛЬНОЙ КУЛЬТУРЫ У СТУДЕНТОВ НЕФИЛОЛОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ И РОЛЬ ПРЕПОДАВАТЕЛЯ

МГРИ, журнал “Иностранные языки в школе”, Россия

Аннотация: Инженерные специальности в настоящее время переживают период возрождения и повышенного спроса в России. Кафедра русского и иностранных языков Российского государственного геологоразведочного университета ведет преподавание иностранных языков для более чем тридцати специализаций от горного инженера, геолога, геофизика, специалиста нефтегазовой отрасли, экономиста, эколога, геммолога до ювелира. Каким образом изучение иностранных языков способно содействовать современному студенту технического профиля в профессиональном становлении? Традиционно преподавание иностранных языков для специальных целей в вузе материально-сырьевого комплекса предполагало обогащение профессионального словаря студента и совершенствование его навыков и умений чтения. Однако в эпоху глобализации требуется существенная ревизия данного методического подхода. Сегодня объективно ощущается настоятельная необходимость включить специальный устно-речевой тренинг в языковую подготовку будущих инженеров для овладения ими элементами иноязычной произносительной культуры в таких видах деловой профессиональной коммуникации как представление себя, своего проекта, своей компании, выступления с презентацией, докладом, участие в панельной дискуссии.

Ключевые слова: инженерные специальности, обучение иностранным языкам, деловая профессиональная коммуникация, произносительная культура

Инженерные специальности в настоящее время переживают период возрождения и повышенного спроса в России. Кафедра русского и иностранных языков Российского государственного геологоразведочного университета ведет преподавание иностранных языков для более чем тридцати специализаций от горного инженера, геолога, геофизика, специалиста нефтегазовой отрасли, экономиста, эколога, геммолога до ювелира. Каким образом изучение иностранных языков способно содействовать современному студенту технического профиля в профессиональном становлении? Традиционно преподавание иностранных языков для специальных целей в вузе материально-сырьевого комплекса предполагало обогащение профессионального словаря студента и совершенствование его навыков и умений чтения. Однако в эпоху

глобализации требуется существенная ревизия данного методического подхода. Сегодня объективно ощущается настоятельная необходимость включить специальный устно-речевой тренинг в языковую подготовку будущих инженеров для овладения ими элементами иноязычной произносительной культуры в таких видах деловой профессиональной коммуникации как представление себя, своего проекта, своей компании, выступления с презентацией, докладом, участие в панельной дискуссии.

References

1. Бужинский В.В. Произносительная культура как феномен иноязычного образования // Ученые записки. Электронный научный журнал Курского государственного университета. – 2006. – № 2. URL: <https://cyberleninka.ru/article/n/proiznositelnaya-kulturakak-fenomen-inoazychnogo-obrazovaniya> (дата обращения: 07.10.2021).
2. Рассказов С.А. К вопросу о произносительной культуре речи на иностранном языке студентов неязыковых специальностей и методах ее тестирования. // Иностр. языки в школе. – 2020. – № 5. – С. 51–57.
3. Твердохлебова И.П. Модульная система фонетической подготовки современного бакалавра – традиции, проблемы, перспективы. Сб. материалов межд. науч. конф. «Лингвистика, литературоведение и лингводидактика: современные проблемы и решения». – М.: МГПУ, 2019. – С. 133–139. 11.
4. CEFR Companion Volume with new descriptors. – Strasbourg: Council of Europe, 2018 – 235 p.

≡ LITERATURE IN THE EFL CLASSROOM

OLGA I. ALTUKHOVA. 'GET DOWN, ADA, IT'S A POET': USING AUTHENTIC MATERIALS IN ENGLISH FOR INFORMATION TECHNOLOGY

Lomonosov Moscow State University, Russia

Abstract: The paper discusses some practical aspects of using authentic non-instructional materials in the IT classroom. Various lesson stages and types of activities have been considered, as well as learner groupings particularly suitable for each task. Additionally, specific aspects of the syllabus have been concerned.

Key words: ESP, information technology, authentic materials

The present paper is rooted in the author's teaching experience at the Faculty of Computational Mathematics and Cybernetics, Moscow State University. It considers the possibilities for using authentic non-instructional materials in the IT classroom. A variety of materials have been used over the course of several years with teenagers and young adults (16–23) at A1–C1 CEFR levels.

1. Being multimodal, comic strips prove effective for beginner to pre-intermediate learners, as the visual part provides clues to key terms. Interaction patterns may vary:

- Individual: students fill in the speech balloons;
- Pairwork: students do the same in closed pairs;
- Mingle: students are asked to find the student with the matching picture or speech balloon.

2. Short stories provide exposure to authentic language along with ESP terminology (ubiquitous in science fiction). Splitting the story into jumbled parts helps upper-intermediate to advanced groups focus on cohesion and coherence, while using incomplete texts allows the teacher to offer a writing task as a follow-up activity or homework.

3. Extracts from novels can also be used, boosting motivation and offering students a range of texts to choose from. Another useful activity is a small-group mingle with students rebuilding parts of the story and then reordering them as a whole class.

As science fiction has long been overlooked by professional translators, some of the works available in Russian are below par – and therefore suitable for translation practice:

Тут Уотерхауз вспоминает ряды одинаковых серых цилиндров в углу комнаты. С торца они похожи на какие то боеприпасы, но уж слишком гладкие и глянцевые... Это вакуумные трубки... Большие вакуумных трубок, чем Уотерхауз когда либо видел в одном месте. Люди в комнате строят машину Тьюринга! [2]

Then he remembers the rack he glimpsed in the corner, its many rows of identical grey cylinders. Viewed end-on, they looked like some kind of ammunition. But they are too smooth and glossy for that... They are vacuum

tubes... More tubes in one place than Waterhouse has ever seen. Those men in that room are building a Turing machine! [1]

The extract showcases a few issues appropriate for high-level learners:

- a frequent ESP 'false friend' – vacuum tube / вакуумная трубка (correct: электронная лампа)
- a potential General English 'false friend' – ammunition / боеприпасы
- terms: vacuum tube, Turing machine

Classroom activities include error correction and back translation. As a follow-up activity, students could be asked to identify the historical context, thus consolidating their pre-existing knowledge.

Overall, while uncommon in everyday ESP practice, authentic non-instructional materials may be of help at various language levels.

References

1. Stephenson N. Cryptonomicon. – New York, 2009. – 1316 p.
2. Стивенсон Н. Криптономикон / пер. Е. Доброхотовой-Майковой. – М., 2004. – 1380 стр.

ELENA I. BAGUZINA. DEVELOPING UNIVERSITY STUDENTS' IN-DEPTH READING SKILLS: A MIND, BRAIN AND EDUCATION APPROACH

Moscow State Institute of International Relations (MGIMO University), Russia

Abstract: The abstract focuses on the classroom evidence that has led to positive learning outcomes as regards university undergraduates' in-depth reading skills and their Critical Thinking at English and American Literature Classes. It is also an attempt to evaluate students' feedback on the content and structure of their classes from a Mind, Brain and Education (MBE) perspective. This contribution will also look into the educational goal, methodology and strategies that proved to be successful with students, connecting the learning outcomes with neuroscience, psychology studies and lab findings.

Key words: in-depth reading skills, critical thinking, English and American Literature classes, Mind, Brain and Education Science, brainstorming, discussion, problem solving, university undergraduates, surface reading, motivation for reading.

“To teach is to learn twice”

Joseph Joubert

The abstract focuses on the classroom evidence that has led to positive learning outcomes as regards university undergraduates' in-depth reading skills and their Critical Thinking at English and American Literature Classes. It is also an attempt to evaluate students' feedback on the content and structure of their classes from a Mind, Brain and Education (MBE) perspective. This contribution will also look into the educational goal, methodology and strategies that proved to be successful with students, connecting the learning outcomes with neuroscience, psychology studies and lab findings.

References

1. Tokuhamma-Espinosa. Mind, Brain and Education Science: A comprehensive guide to the new brain-based teaching, New York, Norton, 2011

2. Giard and Peronnet. Auditory-visual integration during multimodal object recognition in humans: A behavioral and electrophysiological study, *Journal of Cognitive Neuroscience*, 1999
3. Biedermann and Vessel. Perceptual pleasure and the brain: A novel theory explains why the brain craves information and seeks it through the senses, *American Scientist*, 2006
4. Chun and Turk-Browne. Interactions between attention and memory, *Current opinion in neurobiology*, 2007
5. Ritchhardt, Church and Morrison. Making thinking visible: How to promote engagement, understanding and independence for all learners, San-Francisco, CA: Jossey-Bass, Rivet and Krajcik, 2011

LILIYA V. BOLDYREVA. *HOME READING IN THE CLASSROOM FOR ADVANCED STUDENTS OF ENGLISH AT THE FACULTY OF PHILOLOGY*

Lomonosov Moscow State University, Russia

Abstract: When we set out to read literature in the classroom for advanced students of English, we should be first and foremost concerned with the extent to which the author's vertical context is accessible to our students' understanding. For this purpose students are given a set of tasks arranged in a certain order and based on both the content and expression planes of the literary work in question.

Key words: vertical context, background knowledge, home reading, literary work, tasks, understanding.

The approach to home reading in the classroom expounded in this article is based on my own more than 30 years' experience of teaching undergraduates and graduate students at the Faculty of Philology of Lomonosov Moscow State University. If we have a closer look at the following stages of dealing with a given literary work, or the major tasks set before students – making a summary; expressing subjective judgements about the given literary work; making up questions to the text; revealing and discussing means of the author's description of characters, including textual analysis of the selected extracts; retelling the story through the eyes of this or that character; discussing the title, sequence of parts of narrative plot and the ending, writing an essay on the author's means of characterisation (the creation and construction of a fictional character) – we can infer that the sequence in which these stages/tasks are mentioned here is not fortuitous. These tasks and a particular order in which they follow each other are aimed at gradually introducing students to the vertical context of the work in question, enabling them to share some of the author's background knowledge.

There are a lot of minor and major difficulties that students encounter when trying to understand both key extracts and the text of a literary work in its globality. On the one hand, comprehension of a work of verbal art is a special and undoubtedly most difficult aspect of understanding in general. Readers are able to evaluate the aesthetic impact and attain a more or less complete understanding of a literary work only if they become aware of all the connotations with which the word is endowed, a plurality of meanings the word is capable of realising in a given context, provided they have properly assessed the writer's actual visualisation of reality which found expression in the work. On the other hand, the signs of the author's vertical context are not confined to easily recognisable

quotations and allusions, proper names, culture-specific and stylistically marked linguistic units. The understanding of the socio-historical variety of vertical context often requires going in-depth into the so called “context of the epoch”, including class division and social processes at work, the disregard for which leads to misinterpretation of the author’s means of characterisation and often a failure to understand the plot of a literary work.

EKATERINA A. DOLGINA, SVETLANA A. MAKAROVA. *INDIRECT ANAPHORIC REFERENCE IN ENGLISH FICTION*

Lomonosov Moscow State University, Russia

Abstract: The presentation focuses on indirect anaphoric reference in English which presents a challenge for foreign learners in terms of grammar, as it largely depends on article use. The study of linguistic mechanisms underlying the phenomenon was carried out on the basis of English fictional discourse and revealed the syntactic, semantic and pragmatic factors that determine its functioning.

Key words: indirect anaphoric reference, anaphor, antecedent, article, discourse, fiction

Indirect anaphoric reference in English is a linguistic phenomenon that presupposes the use of the anaphor expressed by a noun with the definite article which is determined by the information in the previous part of a text, namely the antecedent. This means that the antecedent introduces a new object of thought (referent) at the beginning of a text that is further individualized and thus again represented in the anaphor by means of the grammatical structure ‘the definite article+noun’. What makes it particularly challenging for foreign students of English to perceive in terms of text cohesion is the use of different lexical-grammatical means in antecedent and anaphor. In other words, the central problem for the learner lies in the necessity of identifying the equivalence of referents in both anaphor and antecedent, i.e. coreference. Moreover, the information on the subject provided by authoritative theoretical grammar books appears to be too general, and thus the phenomenon in question is open to interpretation. Therefore, the aim and purpose of the present research is to specify the factors that condition the use of indirect anaphoric reference and analyze its functioning in the discourse of modern English prose, which determines the novelty of the study.

In order to achieve this goal, a three-step method has been developed, which involves an analysis of syntactic, semantic and pragmatic links between antecedent and anaphor. The discourse of fiction has been chosen, because it is traditionally believed to exhibit a diversity of expression and provide a wide-ranging corpus of material. In particular, the investigation focuses on the novels of D. Lodge, J.K. Rowling and J. Barnes. The syntactic analysis has revealed the authors’ inclination to create a relatively short anaphoric distance between anaphor and antecedent and a tendency of the latter to vary from a single word to a sequence of sentences. The semantic analysis has shown that there are two basic means to establish a link between the one-word antecedent and the anaphor, such as derivatives, words belonging to the same semantic field, synonyms as well as

hypernyms and hyponyms. The need in the third stage of research arises because of a number of instances that do not demonstrate an easily identifiable semantic link between antecedent and anaphor. In such cases, the former is expressed by an utterance implying an idea or suggestion, while the latter summarizes it by denoting its purpose. In the texts under analysis, this grammatical phenomenon features prominently when the syntactic factor gets associated either with the semantic or pragmatic one, whereas the complex interaction of all the three factors for the use of the definite article in the anaphor is far from being frequent.

TATYANA Y. KIZILOVA. *THE STUDY OF ARTISTIC CONSCIOUSNESS IN “THE NOISE OF TIME” BY JULIAN BARNES*

Lomonosov Moscow State University, Russia

Abstract: The presentation attempts to disclose the way the artist's world works, with the main focus on the semantic fields that are used to represent this world in the novel where Time flows into tune and Music becomes translatable in terms of Verbal Art form.

Key words: aesthetic ideal, language, consciousness, vertical context, semantic fields, artistic honesty, music

As the study of the creative mind of the outstanding Soviet composer D.Shostakovich, “*The Noise of Time*” celebrates the transformative power of words which give the courage to resist life’s impediments. Being the meeting point of English and Russian cultures, the novel is congenial to Shakespeare, whose *Macbeth*, *Hamlet*, *Richard II* and the *Sonnets* become a mighty source of wisdom, power and courage, whose treasure trove of images is tailored to the unifying need of a new creation. With Shakespeare’s song in his throat, “dressing old words new”, Barnes writes about the music of the Soviet time and those who compose it. His imaginary Shostakovich, confronted with the complexity of life at a time of great change and tribulation, is determined, like Hamlet, “to set it right”, to present the world the way it should be.

Sliding from acoustic perceptions and the intense feelings evoked by them to such abstract notions as cowardice, courage and artistic honesty, the author transforms the ordinary objects and activities into the eternal realm of Art, revealing the musician’s craving for the aesthetic ideal. The novel throws new light on Shakespeare’s line “Thus, conscience does make cowards of us all”, finding affinity between conscience and language, seeing in the latter a sensitive instrument of examining one’s soul and revealing the true depth of moral decay or self-deception. Fearing ‘not to find his tongue in his cheek’, the protagonist uses the purge of irony to turn cowardice into courage, breaking through ‘the noise of time’ to the transcendence of music.

Artistic honesty is shown in the novel as inseparable from the artist’s social engagement and his collision and collusion with Power. The concept of power is plurisignificant in “*The Noise of Time*”. Repeated on various occasions, it is applied to various objects and characters, realizing almost all of its meanings – from the car engine power to state authority. One of the greatest

mysteries of the book is in the way the concept of Power undergoes gradual transformation from the ‘state authority’ to the ‘power of words’ which give strength to human character.

“The Noise of Time” is its author’s enthusiastic approval of persistent and persevering Russian soul, the acceptance of life as an optimistic tragedy, and utmost respect for the valour of great Russian and Soviet cultures.

Like seven musical notes, the major semantic fields of the literary work (sounds and noises, power of hearing, fear/ terror, cowardice, courage, artistic honesty, power of Art) are the aesthetic paths the writer’s imagination has carved out, they are the filaments binding different parts into one aesthetic whole. Shaping the author’s worldview, his call to courage, conscience and honesty, they anchor the novel in the macrocosm of world Culture.

NATALIA V. KOPYTKO. *TEACHING LITERATURE TO ADVANCED STUDENTS OF ENGLISH*

Minsk State Linguistic University, Belarus

Abstract: The paper focuses on the significant role of teaching original Literature in English to the fifth-year students of Linguistic University for developing their key competencies, shaping their professional skills and preparing them for their future teaching activities.

Key words: the EFL classroom, teaching Literature, the advanced students of English, S. Faulks, *A Week in December*, competences, professional communication skills

Discussion of literature in the original in the EFL classroom contributes much to the development of competences relevant to the advanced students of English. Here the specific methods of teaching literary texts should be considered in order to effectively prepare the fifth-year students for their future teaching career.

One of such methods is making individual and group presentations on the books the students have read. This form of classroom activity contributes to the development of their projecting communication skills. While teaching *A Week in December* (2009) by S. Faulks one can suggest, for instance, such issues for discussion as the world of business and finance, the problems of consumerism and social stratification, teenagers and drug abuse, mass media and their impact on people’s lives, multiethnic identity of characters and places, religious fanaticism and terrorism resulting from it, living in an alternative world.

Moreover, the students can be included into “leading the choir” of the EFL classroom book discussions more actively. The teacher can ask them to choose one of the characters they identify with and to role play them at the Christmas party that one can organize at the end of the winter term (it coincides with the pre-Christmas week – that will definitely add to the fifth-year students’ enthusiasm).

Since the setting plays an important role in understanding the author’s message the students can be asked to map the characters’ movements around London and to answer the question how the changes in their

geographical/physical position reflect their social status. This task gives students food for thought, space for creativity and research – the factors that ensure the effective development of their reading skills and critical thinking.

Depending on their level of English proficiency the students can do research pertaining to the intertextual links between S. Faulks' novel *A Week in December* and Ch. Dickens' book *A Christmas Carol* (1843). Such analysis is based on the comparison of narrative functions of the ghosts in Ch. Dickens' tale and the anonymous cyclist in S. Faulks' book. This task should be given to the students with more developed analytical skills.

Thus, the diversity of teaching methods related to discussing Literature in the EFL classroom ensures the professional quality of linguistic education and encourages advanced students of English to look for original answers to the questions raised by contemporary writers.

LARISA A. MASHKOVA. *THE POETRY OF EMILIA LANIER: THE HIDDEN TREASURE OF THE ELIZABETHAN ERA*

Lomonosov Moscow State University, Russia

Abstract: The major poetic work of Emilia Lanier – *Salve Deus Rex Judaeorum* – is an obviously underrated literary creation. Being a fully-fledged, ambitious and bold piece of verbal art, the poem is viewed as, perhaps, the first protofeminist work in the history of world literature, with stunning contemporary appeal. The first lady to have called herself a professional English poet is also known as one of the prototypes of the Dark Lady of the Sonnets.

Key words: Emilia Lanier/Lanyer, *Salve Deus Rex Judaeorum*, protofeminism, Dark Lady of the Sonnets, country-house poem.

The biography and personality of Emilia Lanier, her prodigious literary talent and the way the epoch got reflected in her life and work, her close liaison with numerous powerful figures, famous statesmen – all these aspects of human existence are equally important when we consider such a persona as Emilia Lanier. Numerous attempts were made to equate Emilia Lanier with the Dark Lady of the sonnets; the first person to propose this identification was Alfred Leslie Rowse in his book “Shakespeare the Man” printed in London in 1973. A great interest in the personality of Elizabeth Lanier was thus aroused, her verses started to be perused and analysed in detail, her biography and correspondence became an object of close study.

Emilia's father, Baptiste Bassano, was a Venetian-born musician at the court of Elizabeth I. After the death of her father Emilia, aged 7, went to live with Susan Bertie, Countess of Kent. In Susan Bertie's house Lanier was given a sound humanitarian education and learnt Latin. Susan Bertie greatly valued and emphasized the importance of girls' obtaining the same level of education as young men. This probably influenced Lanier's decision to publish her writings. After living with Susan Bertie, Lanier went to live with Margaret Clifford, Countess of Cumberland, and her daughter, Lady Anne Clifford. “The Description of Cookham”, a beautiful poem devoted to Cookham Dean, the

estate and the manor house of Countess of Cumberland is justly regarded as the first ever published country-house poem in English.

After leaving Cookham Lanier became the mistress of the 1st Baron Hunsdon, a Tudor courtier and cousin of Queen Elizabeth I. At the time, Lord Hunsdon was Elizabeth's Lord Chamberlain and a patron of arts and theatre; later she was married to Alfonso Lanier, a Queen's musician. After Alfonso's death in 1613, Lanier supported herself by running a private school for girls.

In 1611, Lanier published her volume of poetry, *Salve Deus Rex Judaeorum*, being the first woman in England to declare herself a poet. This ambitious and boldly written poem, 3,000 lines long, is written from a woman's point of view; it is viewed as, perhaps, the first protofeminist work in the history of world literature. Its radical character and contemporary appeal make it a treat for modern teachers and students alike.

ANASTASIYA E. MIKHAYLOVA. COMMUNICATIVE COMPETENCE IN THE EFL CLASSROOM: RHETORICAL ANALYSIS WITH GUIDELINES AND EXAMPLES FROM "AIRPORT" BY ARTHUR HAILEY

Moscow Institute of Psychoanalysis and Russian State University for the Humanities, Russia

Abstract: The article focuses on the practice of extensive reading and discusses strategies to facilitate interest in business and vocational discourse presented in fiction. The suggested communicative approach involves elements of case-method and rhetorical analysis with illustration from Hailey's novel "Airport".

Key words: Hailey, workplace fiction, reading, rhetoric, Business-English, argumentation and persuasion techniques

The design of many university English courses is business or vocation oriented. Professional language training is often supplemented by extensive reading practice. When students find it hard to read lengthy novels, we can promote the extracurricular reading activity by facilitating interest in the story through close reading aimed at the short passage discourse analysis and eloquence training. This inductive approach gives readers opportunity to learn the setting, atmosphere and language of the book.

To illustrate the strategy three exemplary passages were chosen from *Airport* (1968) by Arthur Hailey – the best-known contributor of occupational or workplace novels. Texts offer business vocabulary and efficient communicative language models.

The novel tells a story of one night from the busy working life of Lincoln International Airport in Chicago. In horrific weather conditions the main character Mel Bakersfeld, the Airport General Manager, is doing his best to handle the huge aviation hub. Mel has to manage many things in his life too. His relationship with wife is disrupting. His brother Keith, an air traffic controller, has a Post-traumatic stress disorder and is on the edge of suicide. His brother-in-law Capitan Demerest is attacking his reputation after a heated debate over the matter of selling flight

insurance. Bakersfeld is refuting the allegations from a roguish lawyer Freemantle and Meadowood homeowners to prevail on a wasteful lawsuit against the airport. And on top of that, the traffic control center got to know about a bomb explosion aboard their plane.

The following passages illustrate patterns of business rhetoric and set benchmarks for communicative performance, eloquence and language etiquette.

1. During the panel meeting of the airport commissioners Demerest claims that insurance policies sold from vending machines at the airport are provoking psychopaths and criminals to engage in sabotage and mass murder. Therefore, on behalf of the flight crew he is asking the Airport authorities to take action and make airport insurance sales illegal. Mel Bakersfield opposes him and presents counterarguments. Their speeches demonstrate how ethos, pathos and logos can fix or break the communicative process. The behavior analysis based on Graham's pyramid helps illustrate the instance of unacceptable and uncooperative behavior when Capitan Demerest lost his temper.

2. A delegation from Meadowood came to Mel's office to make demands on airport management over the noise problem. Bakersfeld expresses an honest and firm belief that it's unproductive to resist progress. In response to the lawyer's deliberate provocations he demonstrates self-control, uses smooth-talking and good argument management.

3. The Meadowood homeowners led by Freemantle are organizing a public protest in the airport. Mel has to take risky actions to regain control over the situation. He is conducting the point-by-point rebuttal of the charges and resolves the conflict. The discourse analysis of his tactics demonstrates a model of persuasive argumentation, a bunch of logical fallacies and manipulation techniques.

The integrity and structure of the reasoning patterns can be reviewed and assessed with Minto pyramid and Grice's maxims. It's also recommended to aid students with checklists of business vocabulary, interactive rhetoric mockups and questions for discussion.

ANASTASIA RYBACHOK. *LINGUOSTYLISTIC MEANS OF EXPRESSING CHARACTER'S PERSPECTIVE IN CINEMATOGRAPHIC LITERATURE (ON G. GREENE'S "THE END OF THE AFFAIR")*

Lomonosov Moscow State University, Russia

Abstract: The paper focuses on literary cinematicity, specifically syntactic and structural means of creating the cinematic effect, which rely on the main characteristic features of cinematography: photographic realism, audiovisuality and dynamism. Visual, audial, gustatory, tactile, olfactory details, which are absent in cinema, allow the author to create the dynamic point of view.

Key words: literary cinematography, photographic realism, audiovisuality, dynamism, dynamic point of view

Cinematographic style is characteristic of the manner of writing of Graham Greene, and on the example of the novel "The End of the Affair" the features that make it possible to express character's perspective in cinematographic literature can be clearly seen.

In the center of the novel there is a character and his moral choice. The novel resembles film noir, a literary and film genre which was popular in the 1930s and 1940s. Visual aspect of the novel corresponds in a way to the style of film noir – London's gloomy streets, constant rain, hats, coats, detective story. Such *mise-en-scene* creates mysterious atmosphere, provokes suspense and demonstrates character's emotional instability. The character, Maurice Bendrix, is ambivalent – he tries to make decisions in accordance with what he believes to be good for him, but does not think about Sarah's feelings. Yet the novel can only roughly be attributed to this genre, because such themes as God, religion, faith, which are significant for the novel, are not usually touched upon in film noir.

Starting with photographic elements, it is necessary to state that in cinematic literature the description of place (*mise-en-scene*) is vital, and here we come across various key details (objects, characters' physical appearance). Besides, the change of angle, distance is also important – the transition from medium shot to close-up shots also corresponds to cinematic laws. The main lexical features will be: concrete nouns, colour terms, stylistically connotative vocabulary, vertical context.

Audiovisual effects are also significant for cinematographic literature. For example, Greene employs state verbs (such as look, suppose, assume, realize, remember) which help to express the character's attitude to the events. Phono stylistic means also play a significant role in creating a certain audiovisual effect.

Dynamic features can hardly be underestimated when speaking about cinematic literature. Temporal characteristics are important in creating a dynamically vivid scene – and here we may come across time clauses, participial constructions showing a continuous action. Punctuation marks are essential in creating the dynamic point of view. Colon, semicolon, dash are used to reflect the specific type of composition: transition from realistic descriptions full of sound, smells, feelings, visual details to character's reflection. In other words, it is the transition from dynamic outer world to the static inner perception and inner monologue.

≡ MEDIA DISCOURSE

IRINA L. LEBEDEVA. *WHEN RUSSIAN SPEAKERS OF ENGLISH GO DIGITAL*

Lomonosov Moscow State University, Russia

Abstract: The present paper offers an in-depth examination of language practices and strategies that Russian speakers of English employ in digital communication presented by such social media as Instagram. Drawing on the World Englishes (WE) paradigm, the study aims to illustrate how Instagram usernames, posts, stories and hashtags reflect the translingual practices of Russian users of English. The study also demonstrates how these practices transmit the linguacultural identity and Russianness of their users through Instagram Russian English (IRE).

Key words: Instagram usernames, Instagram Russian English (IRE), Russian English, Russian linguacultural identity, World Englishes (WE)

The present paper offers an in-depth examination of language practices and strategies that Russian speakers of English employ in order to construct and transmit their Russian identity in digital communication presented by such social media as Instagram. Drawing on the World Englishes (WE) paradigm that supports the existence of the Russian variety of English as a part of the Expanding circle, the study aims to illustrate how Instagram usernames, profiles, posts and stories reflect the translingual practices of Russian users of English through relocalization of available sophisticated resources, including Russian, English, their scripts as well as varied linguistic and extralinguistic means, codes, styles, and repertoires that are distinctively characteristic of Russian English. In fact, the Russian English is a highly debatable concept among Russian scholars many of who do not accept its legitimacy. However, this study not only promotes its existence but also claims that Instagram users deploy a certain variety of Russian English – the Instagram Russian English (IRE) – as a potent tool for their identity construction.

To start with, when creating social media posts Russian Instagram users utilize Russian variety of English which is characterized by a set of recurrent distinctive linguistic and extralinguistic features that emerge from the transference of the Russian language and Cyrillic script, Russian communicative patterns and Russian culture at large. On the one hand, nonexistence of unified Latin-Cyrillic transliteration system leads to the multiple ways of transliterating certain Cyrillic letters that do not coincide with Latin script, such as Ё (@matreshka_matryoshka,) or Я (@dariastegniy, @oksanarudskaya, @toska_sobachja). On the other hand, the transference of the distinctively Russian communicative patterns, typical for the Russian variety of English, is evident at all language levels, including punctuation, collocations and colligations, word order and text presentation (for instance, *full sets of grammar, vocabularies, manuals and materials, created specially for the course*).

Next, Russian Instagram users trigger the creative potential of English-Russian language play which is generally manifested through transliteration of

both Russian names and Russian concepts (@*russekaya_belka*, @*toska_sobachja*), direct translation (@*herring_under_a_fur_coat*), transcribing, code-switching and code-meshing (@*saeno4ka*, @*s4astlivayaira*) and hybridization (@*korizzashop*, @*little_chernika*).

Lastly, Russian speakers of English when going digital do utilize Russian English predominantly as a tool for intracultural rather than intercultural communication. Hence, they target the representatives of their own Russian linguaculture who they treat as graphic bilinguals able to unpack the translingual practices and decipher ambiguous bilingual concepts which the rest of the multilingual and multicultural web users would fail to decode despite being rather highly proficient in English. Likewise, the analyzed Instagram names belonging to the Russian users of English demonstrate their language sophistication and creativity reflected through the ambivalent nature of their linguistic end products (@*alkagolikova*, @*prosta_ta*).

In fact, the combination of the demonstrated strategies and practices alongside with the usage of such digital symbols as @ and #hashtags display the existence of Instagram Russian English or IRE.

On balance, the Russian users of English do rely on a number of sophisticated strategies and practices that transmit their Russian linguacultural identity, their Russianness as well as their creative potential when they go digital.

ELENA MENDZHERITSKAYA, OKSANA KSENZENKO. *THE DIALECTICS OF TEACHING MEDIA DISCOURSE AND ITS INVESTIGATION*

Lomonosov Moscow State University, Russia

Abstract. This contribution aims to highlight modern approaches to media discourse analysis which are indissolubly connected with mass media language teaching. The paper considers various types of modern media materials and theoretical foundations of their study. The investigation singles out the factors which may influence the methodological reliability and practical value of didactic materials. The research describes a new balance between one-way and two-way communicative interaction in the media and discusses the aspects of media functioning which influence stylistic features of media texts.

Key words: media discourse, typology of media communication, language teaching, didactic materials, stylistic features of media texts

It is obvious that there is a constant need in new research which focuses on the study of modern media text. This need is conditioned by the rapid development of media sphere alongside with a novelty requirement for any academic investigation. At the same time it is important to keep in mind not only the importance of the development of theoretical foundations of medialogistics, but also its applicability to practical matters.

The perspective line in the development of medialogistics is connected with compiling courses and textbooks for future specialists in the spheres of medialogistics and journalism.

In our investigation we aimed to single out the factors which may influence the methodological reliability and practical value of these didactic materials. Among these factors it is possible to mention the following:

- adherence to the methodological principles of LSP teaching;
- consideration of the context of innovative communicative circumstances;
- implementation of new methodological means.

The factors included in the first group have been thoroughly studied and elaborately described by the specialists of the English Department of MSU. This study and this description have formed the methodological basis for our research and have given impetus for discussion about provision of balance between dynamic changes in the media sphere and elaboration of up-to-date teaching materials.

Modern tendencies in the development of cognitive linguistics often put linguocognitive characteristics of mediasphere in the focus of researchers' attention. The analysis of modern media and their functioning from linguocognitive viewpoint brings us to the following conclusions:

- firstly, print media still play an important role in providing information;
- secondly, print media acquire new linguocognitive characteristics which need to be investigated and systematized;
- thirdly, introduction of new channels of mass communicative impacting (like Telegram, Instagram, TikTok to mention a few) influences the norms of language and social interaction.

One of the most essential results of the study of modern tendencies in the development of mediasphere is the observation which concerns a new balance between one-way and two-way communicative interaction: two-way communication becomes more and more dominating. Even in such segments of media space as advertising and promotion which traditionally involved one-way communicative interaction with the target audience. This also accounts for the necessity of optimization of linguo-cognitive and psycho-linguistic methods of media discourse investigation.

As for our investigation, it has allowed to single out the following dominating tendencies in media sphere development:

- dynamic changes of channels which are used for dissemination of mass information;
- the increasing role of social networks and electronic media;
- deprofessionalisation of journalism.

Moreover, the dynamic social networks development which we have recently witnessed changed the character of journalism as a sphere of professional activity (where bloggers occupy more and more space) and as a result of this activity (more and more new genres appear, the attitude towards the stylistic norms becomes more and more “relaxed”).

The state of the art analysis and the study of topical trends in texts functioning in media space have given us the opportunity to highlight some characteristic features of modern media. They embrace both the fundamental

aspects of media functioning and some stylistic features of media texts. The former include: the format of material presentation, information exchange speed, the character of media interaction participants and their status. The latter embrace: structural, lexical, and syntactic aspects of media texts.

Finally, the study resulted in a new course book “Language and the Media” (by E.O. Mendzheritskaya, O.A. Ksenzenko, V.A. Skakunova).

POLINA I. SERGIENKO. *THE PRAGMATIC LOAD OF ANTHROPONYMS USED IN PR DISCOURSE*

Lomonosov Moscow State University, Russia

Abstract: The use of anthroponyms in public relations (PR) discourse is regarded as a means of exercising manipulative influence on the reader. The pragmatic use of proper names found in press releases of major international companies, constituting the bulk of PR texts, testifies to the appeal to respect and background knowledge of the audience. The connotations, associations and emotions entailed contribute to the persuasive effect of the texts with the aim to construct a positive image of the company in question.

Key words: anthroponyms, proper names, PR discourse

Anthroponyms belong to the linguistic branch of onomastics, a direction that has become widespread since the 1960s. Executing the functions of keeping, reflecting and representing different fragments of culture from generation to generation and preserving the value of the information pertaining to them, anthroponyms have become wide-spread in PR discourse. Studying the dynamic change of the English discourse [Aleksandrova et al., 2017], we regard public relations communication practice, which purpose is to build a positive image of the company and its promotion among the widest possible audience, as utilising anthroponyms not only as the names of individuals, but also as a symbols, entailing certain accent characteristics. The use of anthroponyms in multimodal PR-texts in social networks and websites is not confined to the nominative function alone, but also bears the suggestive character, which contributes to the positive image of the company and its activities, instils certain ideas and shapes attitudes of the general public.

References

1. Aleksandrova, O., Mendzheritskaya, E. & Malakhova, V. (2017). Dynamic changes in modern English discourse. *Training Language and Culture*, 1(1), 100–117.

ELENA V. TEMNOVA. *GLOBAL ONLINE CONTENT CONSUMPTION ON CLUBHOUSE MEDIA PLATFORM*

MGIMO University, Russia

Abstract: Launched in March 2020, amid the lockdown due to the COVID-19 pandemic Clubhouse, the invite-only audio social media platform dwells upon the global agenda that shapes the recipients’ minds in a new mental paradigm of reimagining the future thus establishing a new type of media discourse.

Key words: Clubhouse, new media, social network, discourse

Launched in March 2020, amid the lockdown due to the COVID-19 pandemic Clubhouse, the invite-only audio social media platform, offered its users ‘a space for the digital group psychotherapy’ [2] where people could talk their problems through with other guests as “hearing from people directly can generate empathy and understanding in a way that text alone cannot” [1], with audio being a great background medium. The conceptual framework of the Clubhouse dwells upon the global agenda that shape the recipients’ minds in a new mental paradigm of reimagining the future with a particular emphasis on a number of notions thus establishing a new type of discourse.

In the post-pandemic world, Clubhouse is identified as a transformative leading force to induce discussion in multiple spheres, from the future of the cities through the Internet of Things to the Great Reset newly-shaped paradigm.

Within the paradigm of Industry 4.0, such as Future of AI, Sustainable Living, Robots4Society, Biotech, Scam Awareness and Security Mindset, Great Reset, Café Bitcoin users tell stories that resonate.

Clubhouse is gaining momentum, bringing with it increased scrutiny, e.g. managing misinformation by factchecking and content moderation [1]. Recently, many have been voicing **concern about possible loss of a sense of exclusivity [2] as a great number of users are willing to tap into the new social network pursuing entrepreneurial and marketing goals solely, widely considering possible scenarios for using the media platform in business and monetizing the app.**

Pundits are not reluctant to voice criticism that the hype of the pandemic version of Clubhouse is evaporating. A media landscape that was initially identified as an ‘exclusive’, ‘intimate’ space for invites only with participation of celebs, top managers and company executives has been crowded by entrepreneurs and creative professionals causing disappointment in the audience who came to listen to celebs.

Clubhouse as a new media platform with users dropping into virtual rooms may hold courts and stay to eavesdrop or share audio clips instead of text posts has changed the initial paradigm of media power and can be identified as a particular type of discourse.

References

1. Radcliffe, D. (2021). Audio chatrooms like Clubhouse have become the hot new media by tapping into the age-old appeal of the human voice. The Conversation. Retrieved from: <https://theconversation.com/audio-chatrooms-like-clubhouse-have-become-the-hot-new-media-by-tapping-into-the-age-old-appeal-of-the-human-voice-155444>.
2. Strielkowski, W. (2021). The Clubhouse Phenomenon: Do We Need Another Social Network? Retrieved from: https://www.researchgate.net/publication/350281906_The_Clubhouse_Phenomenon_Do_We_Need_Another_Social_Network
DOI:10.20944/preprints202103.0503.v1.

YULIYA E. ZNAK, IRINA I. STAMOVA. MEANS OF BUILDING DIALOGUE WITH MASS AUDIENCE BASED ON THE EXAMPLES OF THE SELECTED SPEECHES OF W.CHURCHILL, C. DE GAULLE, J.STALIN, F.ROOSEVELT

MGIMO, Moscow, Russia

Abstract: The article explores communication mechanisms and tactics of the orator's epideictic speech which have an emotional influence on the audience with the aim of *engaging it in a dialogue*. To achieve the goals of the research, the dialogical method of analysis has been chosen. Various means are used to attract attention, such as intimization of statements, direct appeals, questions and answers to them by the speaker, imperative statements and appeals. The most common stylistic means are various repetitions, epithets, metaphors, antitheses, and modality.

Key words: epideictic speech, dialogue, language manipulation, stylistic means

The research goal is to analyze communication mechanisms and tactics of the orator epideictic speech which have an emotional influence on the audience with the aim of engaging it in a dialogue. Indeed, the dialogue is a core element of communication as a mechanism of sense production. The manipulative potential of epideictic speech is reached by some specific effects of the communicative situation. The subject of the research is selected speeches of prominent politicians and statesmen of the 20th century: Churchill, de Gaulle, Roosevelt, and Stalin. The dialogical method of analysis has been chosen, since the speaker and the recipient enter into an equal relationship with each other in order to jointly participate in the specific psychological situation unfolding between them and its specific resolution.

References

1. Nikitina E.S. Smyslovojanalizteksta: Psihosemioticheskijpodhod. Izd. stereotip. – M.: LENAND, 2019. – 200 p.
2. Speeches that changed the world / ed. by Mark Hawkins-Dady. — Quercus Publishing Plc, 2010. — Text: unmediated.
3. <http://docs.historyrussia.org/ru/nodes/177030-vystuplenie-po-radio-i-v-stalina-3-iylya-1941-g#mode/inspect/page/1/zoom/4>.
4. <https://fresques.ina.fr/de-gaulle/fiche-media/Gaulle00300/appel-du-22-juin-1940.html>.

БАЖЕНОВА ЕКАТЕРИНА ЮРЬЕВНА. ЛИНГВИСТИЧЕСКИЕ И ЭКСТРАЛИНГВИСТИЧЕСКИЕ ПАРАМЕТРЫ КАЧЕСТВЕННОЙ ПРЕССЫ

Амурский государственный университет, Россия

Аннотация: В условиях жизни в информационном обществе человек должен обладать новыми компетенциями, позволяющими взаимодействовать с этой средой. В рамках образовательных программ высшего образования формирование таких компетенций осуществляется с привлечением публикаций СМИ, анализ которых обязательно включает оценку качества издания.

Обзор зарубежных исследований качественной прессы свидетельствует о преобладании в них экстралингвистического подхода, который не всегда

эффективен при необходимости критической оценки публикуемого материала. При этом такая задача может быть решена с опорой на лингвистический подход, активно разрабатываемый в отечественной науке.

Ключевые слова: информационное общество, качественная пресса, популярная пресса

Современное общество способно эффективно функционировать только в условиях постоянного информационного обмена и взаимодействия, и человек должен обладать новыми знаниями, позволяющими взаимодействовать с этой средой и адекватно ее воспринимать. Более того, формирование компетенций, связанных со способностью понимать, интерпретировать и критически оценивать текст, прямо предусматривается отдельными основными профессиональными образовательными программами. Решение такой задачи может осуществляться с привлечением публикаций СМИ, в первую очередь из качественных источников.

В этой связи возникает необходимость теоретического осмысления вопросов, связанных с понятийным аппаратом и подходами к экспертизе и оценке текстов. Применительно к текстам СМИ такой фундаментальной проблемой становится выработка критериев определения качественной прессы.

Изначально понятием «качественная пресса» обозначались газеты, напечатанные в широком формате, однако с развитием печати основными признаками качественного издания стали требовательность читателя, интеллектуальность содержания, достоверность фактов и сильная аналитика.

К числу качественных изданий в Европе и США традиционно относится небольшое количество авторитетных, популярных газет, служащих образцом в плане содержания и манеры представления информации. Такой подход не предполагает оспаривания «качественности», поскольку последняя приписывается изданию исторически и не нуждается в обосновании или научном подтверждении, что не способствует формированию навыков критической оценки публикаций СМИ и не решает упомянутых образовательных задач.

Отечественные исследования апеллируют к языку как инструменту массовой коммуникации и тексту как ее посреднику.

Помимо таких социально-экономических параметров как периодичность, формат, тираж, тематика, а также нацеленность на представителей интеллектуальной элиты общества, качественная пресса характеризуется особой стилистикой общения. Его основа – диалогичность, отказ от навязывания мнений и оценок в пользу аргументированного изложения материала [1].

Т. Г. Добросклонская демонстрирует эффективность исследования синтагматической организации тестов СМИ для изучения их строения, реализуемых способов интерпретации и выражения оценки, акцентирования определенных элементов содержания применительно к четырем сложившимся функционально-жанровым типам текста [2].

На основании исследования публикаций в различных британских изданиях Е. О. Менджерицкая выделяет такие ядерные маркеры качественной прессы как отбор информации для первой страницы, характер заголовков, наличие подзаголовков, распределение информации внутри статьи, модальность текста, использование когнитивных метафор, особенности когнитивного синтаксиса. Периферийными маркерами являются отбор информации для издания, использование различных шрифтов и размер текста [3].

Таким образом, проблема определения критериев качественной прессы должна решаться с привлечением лингвистического анализа. Факт объективации в текстах определенного набора параметров (маркеров) является основанием отнесения издания к категории качественной прессы.

References

1. Реснянская, Л. Л. (2009). Типологическая структура общероссийских газетных изданий. В М. В. Шкондин, Л. Л. Реснянская (Ред.) Типология периодической печати (С. 47–59). Москва: Аспект Пресс.
2. Добросклонская, Т. Г. (2015). Вопросы изучения медиатекстов (опыт исследования современной английской медиаречи). Москва: Едиториал УРСС, 2015.
3. Менджерицкая, Е. О. (2017). Дискурсофера печатных СМИ: игра на выживание. Москва: МАКСПресс.

БОБЫЛЕВА КСЕНИЯ ВЛАДИМИРОВНА, ГАЛИГУЗОВА АННА ВАДИМОВНА. АНАЛИЗ МЕТАФОРЫ ВОЙНЫ В ПУБЛИЧНЫХ ВЫСТУПЛЕНИЯХ Д. ТРАМПА В ПЕРИОД ПАНДЕМИИ КОРОНАВИРУСА

МГИМО МИД России, Россия

Аннотация: В настоящей статье анализируется метафорическая репрезентация пандемии коронавируса в англоязычном политическом дискурсе на примере публичных выступлений Дональда Трампа в 2020 году. При изучении корпуса текстов методом дискурс анализа и методом сравнительного лингвистического анализа были сделаны выводы, что при описании пандемии наиболее продуктивной является метафора войны, которая делает высказывание более эмоционально окрашенным и позволяет управлять массовым сознанием через «создание угрозы».

Ключевые слова: метафора войны, политический дискурс, пандемия коронавируса, фреймово-слотовая классификация, речевое воздействие

В ходе данного исследования проанализированы тексты пресс-конференций Дональда Трампа, посвящённых пандемии COVID-19 в период с марта 2020 по январь 2021. То, как он преподносит сложившуюся ситуацию в связи с распространением коронавирусной инфекции, существенно влияет на восприятие данного явления населением страны и на ответную реакцию. Как отмечают А.Н. Баранов и Е.Г. Казакевич, «свойство метафор – подсказывать, настраивать, наводить на определенный тип решения и поведения» [Баранов, Казакевич 1991: 17].

Анализ материала показал, что прослеживается чёткая зависимость между ростом числа заболевших в США и количеством метафор в

выступлениях американского лидера. В самом начале пандемии резкий рост числа заболевших сопровождается не менее резким увеличением числа метафор, среди которых доминирует военная метафора. Последующие пики заболеваемости так же сопровождаются усилением словесного воздействия на аудиторию посредством метафорической образности.

При описании метафорических моделей через фреймово-слотовые структуры в данном исследовании были учтены фреймовые подходы А.П. Чудинова и А.Н. Баранова к изучению политической метафоры. Анализ метафорической модели «пандемия коронавируса – это война» на основе фреймово-слотовой классификации позволяет выделить следующие фреймы в высказываниях Дональда Трампа, а именно: 1) военные события, 2) военные действия, 3) военные объекты и 4) субъекты военных действий.

Фрейм 1. «ВОЕННЫЕ СОБЫТИЯ» содержит в себе слоты ВОЙНА (war), БИТВА (battle), БОЙ (fight), ВОЕННАЯ КАМПАНИЯ (military campaign), ПОБЕДА (victory), ПОРАЖЕНИЕ (defeat).

Фрейм 2. «ВОЕННЫЕ ДЕЙСТВИЯ» включает такие слоты как ВЕДЕНИЕ ВОЙНЫ (waging a war), НАНЕСЕНИЕ УДАРА (hitting), НАПАДЕНИЕ (invading), ПРИНЯТИЕ ВЫЗОВА (rising to the challenge), ЗАЩИТА (defense), БОРЬБА (struggle), АТАКА (attack), ПРИНЕСЕНИЕ В ЖЕРТВУ (sacrifice), ВЗРЫВЫ (explosions), ОСАДА (siege), ВЫБОР МИШЕНИ (target), МОБИЛИЗАЦИЯ (mobilization).

Фрейм 3. «ВОЕННЫЕ ОБЪЕКТЫ (МЕСТО ВОЕННЫХ ДЕЙСТВИЙ И ВООРУЖЕНИЕ)» представлен такими слотами как ФРОНТ (front), ПЕРЕДОВАЯ (front line), РАЙОН БОЕВЫХ ДЕЙСТВИЙ (ground), ГОРЯЧАЯ ТОЧКА (hotspot), ГРАНИЦА (frontier) и ОРУЖИЕ (weapons).

Фрейм 4. «УЧАСТНИКИ ВОЕННЫХ ДЕЙСТВИЙ» содержит слоты СОЮЗНИКИ (allies), ГЕРОИ (heroes), ВРАГ (enemy), ВОИНЫ (warriors), ВОЕННОСЛУЖАЩИЕ (service members), СОЛДАТЫ (soldiers), ЛИДЕР ВОЕННОГО ВРЕМЕНИ (war-time president).

Проведенное исследование позволяет сделать вывод о том, что метафоризация – это эффективная стратегия кризисной коммуникации. Наиболее продуктивной является метафорическая модель «пандемия коронавируса – это война», которая свидетельствует, что происходящее оценивается Д.Трампом как нечто беспрецедентное в новейшей истории, а борьба с пандемией позиционируется как защита национальных интересов.

Список литературы

1. Баранов А.Н., Казакевич Е.Г. Парламентские дебаты: традиции и новации. М.: Знание, 1991. 64 с.
2. Лакофф Дж., Джонсон М., Метафоры, которыми мы живем: пер.с англ./под ред. и с предисл. А.Н. Баранова. 2-е изд. М., 2008. 512 с.
3. Чудинов А.П. Россия в метафорическом зеркале: когнитивное исследование политической метафоры (1991–2000). Екатеринбург, 2001. 238 с.

≡ MULTIMODAL DISCOURSE

IRENA ALEKSIĆ-HAJDUKOVIĆ. *PRACTICAL IMPLICATIONS OF USING SOFTWARE FOR MULTIMODAL DISCOURSE ANALYSIS*

University of Belgrade, Serbia

Abstract: Multimodality is a concept commonly used for interdisciplinary research as it encompasses different components of meaning-making processes. The ELAN software was used to annotate three British television commercials and analyse them from a pragmatic perspective. The findings indicate that the intended meaning or word play may be overlooked if only language is analysed. The analysis of the multimodal corpus has also revealed instances of visual metonymy and metaphor, thus suggesting that the research can be extrapolated to the sphere of cognitive linguistics.

Key words: advertising discourse, annotation software, Multimodal Discourse Analysis, semiotic modes, television commercials

Multimodal Discourse Analysis (MDA) surpasses the linguistic level (oral or written) to include other factors such as images (moving or still), music, gestures, layout, scientific symbols, etc. (Bezemer & Kress, 2008; Bhatia, Flowerdew, & Jones, 2008; O'Halloran, 2011).

For the purpose of the present research the ELAN¹ software was used. ELAN is an annotation tool for audio and video recordings developed by the Max Planck Institute for Psycholinguistics. Not only can an analyst create annotations on different layers called *tiers* (Wittenburg, Brugman, Russel, Klassmann, & Sloetjes, 2006), but they can also see how they overlap, e.g., how a movement accompanies speech or how visual modes can help convey a particular message.

This study offers some implications based on a study of British advertising discourse, i.e. television commercials as they can be perceived as a kaleidoscopic representation of different modes (Aleksić 2017: 5). Three British television commercials were annotated using ELAN 4.9.3 and analysed from a pragmatic perspective. The findings indicate that the intended meaning or word play may be overlooked if only language (either oral or written) is analysed. The analysis of the multimodal corpus has also revealed instances of visual metonymy and metaphor, thus suggesting that the research can be extrapolated to the sphere of cognitive linguistics.

Yet, even though it provides a plethora of opportunities for multimodal linguistic research, we must not forget that the analyst is still the focal point of any multimodal exploration since “technology does not provide answers on its own”, as Edwards (2001: 341) put it.

References

1. Aleksić, I. (2017). Multimodalnost reklamnog diskursa na engleskom i srpskom jeziku / The Multimodality of Advertising Discourse in English and Serbian [Unpublished doctoral dissertation]. University of Belgrade.

¹ <https://archive.mpi.nl/tla/elan>

2. Bezemer, J., & Kress, G. (2008). Writing in multimodal texts a social semiotic account of designs for learning. *Written communication*, 25 (2), 166–195.
3. Bhatia, V., Flowerdew, J., & Jones, R. (Eds.). (2008). *Advances in discourse studies*. London: Routledge.
- Caldas-Coulthard, C. (2007). Personal Web Pages and the Semiotic Construction of Academic Identities. In T. Van Dijk (Ed.), *Discourse Studies* (Vol. 1, pp. 275–294). London: Sage.
4. Edwards, J. (2001). The Transcription of Discourse. In D. Schiffrin, D. Tannen, & H. E. Hamilton (Eds.), *The Handbook of Discourse Analysis*. 321–348. Oxford: Blackwell.
5. O'Halloran, K. L. (2011). Multimodal discourse analysis. In K. Hyland, & B. Paltridge, *Companion to discourse analysis* (pp. 120–137). London and New York: Continuum International Publishing Group.
6. Wittenburg, P., Brugman, H., Russel, A., Klassmann, A., Sloetjes, H. (2006). ELAN: a Professional Framework for Multimodality Research. In: *Proceedings of LREC 2006, Fifth International Conference on Language Resources and Evaluation*.

MARIA A. DUBOVITSKAYA. *MULTIMODALITY AND IDENTITY IN GRAPHIC NOVELS*

Moscow State Institute of International Relations (University), Russia

Abstract: The research delves into a genre of autobiographical and semi-biographical graphic novels that throws light on the unique experiences of its characters. The protagonists are American-born citizens with different origins — Arab, Filipino, Korean. The aim is to study the development of identities and unravel different cultural codes in visual and graphic semiotic systems. Critical discourse analysis is applied to analyze social practices through the language lens.

Key words: multimodality, modes, critical discourse analysis, multimodal discourse analysis

This research analyses three graphic novels that deal with the mixed-race identities. Malaka Gharib depicts in her novel “I Was Their American Dream” an American-born Filipino girl whose father is from Egypt. “The Hookah Girl” by Marguerite Dabaie is a semi-autobiographical graphic novel of a childhood as a Christian Palestinian in America. The book is an account of living in two seemingly different cultures that actually aren’t very different at all. “Almost American Girl” by Robin Ha is a graphic novel memoir about immigration and belonging. It is a story of a 14-year-old South Korean teen, named Chuna, trying to adapt to a strange new existence in Alabama after her single mother marries. The graphic novels under analysis represent the verbal and non-verbal modes that reveal the development of identities the main characters exercise. A Multimodal discourse analysis (MDA) approach is implied to study the unfolding of the identities. Critical discourse analysis is concerned with social practices and social interaction that reveal the dominant social and cultural currents determined by the reigning ideology in the society. The textual analysis is carried out on the basis of stylistic, lexical-semantic and contextual analysis of a literary text, while iconic components are investigated by way of observation and interpretation and comparison. The analysis encompasses text, images, costume, and color.

The discursive construction of identity in the analyzed graphic novels occurs in the form of reflection of strangers and the representation of their social practices, as well as within the framework of the oppositions I-we, I-they and we-they. These oppositions in a multicultural environment exist within the discourse and are a prerequisite for the manifestation of identity, lifestyle and style.

LI XIAOSHUAI. A SEMIOTIC PERSPECTIVE IN UNDERSTANDING LITERARY DISCOURSE

Moscow State Pedagogical University, Russia

Abstract: This article argues that the interpretation of a sign mostly requires external knowledge and that it can change with different settings. This notion is applied to analyze a literal discourse, revealing its multimodal nature in the process.

Key words: semiotic, discourse analysis, interpretation

C. Peirce divided signs into icons, indexes and symbols, which are linked with the referents through resemblance, relation and convention respectively (Peirce, 1992, p.225). However, even the interpretation of an icon often requires knowledge of convention, the meaning of signs can change in different settings.

This understanding provides a possible angle for discourse analysis, which is cognitive by nature and “deals with knowledge transfer” (Kubriakova, 2000, p.23), while its multimodality can be formed by social-cultural contexts (Manerko, 2016, p.722). Take J. Barnes’ novel “The Sense of an Ending” (Barns, 2011) as an example. It opens with a series of seemingly unrelated memories of the protagonist, Tony, depicting visual scenes.

According to the plot, Tony dated Veronica at school and made friends with Adriene, who later also dated Veronica, but soon committed suicide; 40 years later Tony learnt about his role in bringing them pain, upon reviewing his life in remorse, these memories emerge, which can be viewed as signs and interpreted as follows:

Scenes	Literal referent / associated event	Figurative referent / symbolic meaning	Associated knowledge then	Associated knowledge now
a shiny inner wrist	wristwatch	symbol of bond		
steam	Tony’s memory of Mrs. Ford		mother of Veronica	mother of Adrian’s son
gouts of sperm	Tony’s night at Veronica’s home	first new memory that put things in different light	Veronica was cold	Veronica was warm
a river rushing upstream	the Severn Bore	the feeling of time placed in reverse	Tony watched it	Tony watched it with Veronica

another river	Thames	turning point of Tony's search		
bathwater	Adrian's suicide scene in Tony's imagination		Adrian did it out of philosophical reasons; maybe Veronica's fault	Adrian did it after impregnating Veronica's mother; Tony's vicious letter played a part

The scenes' literal referents can be identified by resemblance, figurative referents reflect certain relation, while with different settings (column 4, 5) the scenes evoke completely different emotions and conclusions, nevertheless construct a whole picture through conceptual blending. Our analysis reflects the complex multimodal nature of discourse.

References

1. Кубрякова, Е.С. (2000). О понятиях дискурса и дискурсивного анализа в современной лингвистике. Дискурс, речь, речевая деятельность, 7–25.
2. Манерко, Л.А. (2016). Мультимольность дискурса как основа для междисциплинарных когнитивных исследований. Когнитивные исследования языка, № 27, 720–730.
3. Barnes, J. (2011). *The Sense of an Ending*. L.: Jonathan Cape.
4. Peirce, C. S. (1992). *The Essential Peirce*. Volume 1. N. Houser & Chr. Kloesel (Eds.) Bloomington: Indiana University Press.

MARIA P. TAYMOUR. *MIXING METAPHORS IN THE MODERN MULTIMODAL DIGITAL DISCOURSE*

Moscow State Linguistic University, Russia

Abstract: The article studies the phenomenon of mixed metaphor in the contemporary multimodal virtual discourse. The study results show that the most challenging for a recipient is to decipher the meaning of mixed multimodal metaphors as their meaning construction depends on the nature of the source domains. Moreover, their visual component has no definite 'grammar' in the iconic sense of the word and is liable to a variety of (mis)interpretations.

Key words: mixed metaphor, multimodal metaphor, digital discourse, cognitive linguistics, conceptual integration theory.

Mixed metaphors as metaphors that occur in close textual adjacency but do not share a similar cognitive basis (e.g. *it's the way the cookie bounces*) were firstly registered several centuries ago [Kimmel 2009]. Today, in the era of digitalization and in the context of virtual reality metaphors help create an intuitive perception, or an implicit comparison, relying on the principle of similarity in distinct aspects, capturing key features of complex ideas in question that often cannot be explained otherwise by relating them to familiar concepts.

In this study we examined the current usage of 500 computing metaphors and mixed metaphors used online by such internet giants as Microsoft, Apple and Google. To describe the process of meaning-making in various types of metaphors the usual set of cognitive-linguistic tools has been employed. The

conceptual metaphor analysis coupled with metaphonymic analysis has been used as a primary method to describe the process of their meaning construction.

The preliminary results of the findings show, firstly, that metaphors in computing are usually deliberately invented in order to create the connection between the user's conventional way of thinking and new technologies (e.g. a bug, patch, hotfix, blockchain, App bundle, upload-download-roll) and enhance user's experience. Secondly, some metaphors may be mixed and often create a cognitive dissonance, which may result in the lack of the acceptance of technologies or a device by a mass audience. Unsatisfactory experience may be described by users employing mixed metaphors too (e.g. Windows 8 is like driving a car that has both a steering wheel and a joystick). The largest challenge is usually presented by mixed multimodal metaphors because their meaning construction depends on the nature of the source domains which are numerous and often multimodal [Таймур 2020]. Moreover, the visual component has no definite 'grammar' and is liable to a variety of (mis)interpretations.

Further research and larger corpora are needed in order to address this issue in a broader and more systematic way in order to find out what types of mappings allow a straightforward effortless interpretation of an either monomodal or multimodal digital message by recipients from different cultural backgrounds.

References

1. Таймур М. П. Смешанная метафора и малафора в когнитивной анти-меметике на материале английского языка // Филологические науки. Вопросы теории и практики. 2020. Том 13. № 5. С. 236–240.
2. Kimmel M. Why We Mix Metaphors (and Mix Them Well) // Journal of Pragmatics. 2009. 42. P. 97–115.

YELENA LEVON YERZNKYAN, GRISHA GAGIK GASPARYAN.

PERSUASIVE STRATEGIES IN GRAFFITI MESSAGES

Yerevan State University, Armenia

Abstract: The present research is a study of graffiti discourse attaching a special significance to the linguistic strategies used to make the message more persuasive, convincing and impactful. The aim of the study is to reveal how different linguistic means behave in the meaning-making process in graffiti discourse and what role they play in the realization of the communicative goals of graffiti as a complex social, political, cultural as well as linguistic practice.

Key words: graffiti, graffiti discourse, persuasion, persuasion strategies, linguistic strategies

In the modern world there exist a number of platforms for people to communicate with one another, still a large number of individuals use the walls surrounding them to convey their messages. Graffiti is a social, political, cultural as well as linguistic practice through which people get a platform to voice their ideas, viewpoints, personal or public problems. It stands to reason that graffiti being a widespread practice is a unique communication medium with its distinct

semantic and pragmatic characteristics. In this type of discourse the authors are limited in time and space. This fact hugely influences the way the messages are conveyed as well as the linguistic strategies to be used to make them as persuasive and convincing as possible. Messages in graffiti discourse are mostly created by anonymous authors and under unknown circumstances. Being “consumed” by large masses of people the texts in this discourse get a new form and content. Viewing pure graffiti texts as well as text-picture combinations from the pragma-semantic perspective the present research is an attempt to highlight the characteristic features of the linguistic strategies used to obtain the desired result. Among others the main linguistic strategies are binary oppositions, intertextuality, linguistic economy principle and metaphorical use of language. On the examples of English textual graffiti taken from various social and physical contexts the research reveals how binary oppositions are constructed and what role they play in making the speech more laconic, impactful and thought-motivating for the audience. The paper shows that intertextuality in graffiti discourse makes the text more logical and informative and embodies the communicative aim of the message. The paper stresses out the crucial role of the linguistic economy principle in graffiti discourse for the realization of the authors’ communicative goals. It also reveals that metaphorical uses of different lexical units in graffiti discourse take a key part in expressing the communicative aim of the text implicitly. Based on these observations an integrative mechanism to interpret and analyse the texts in graffiti discourse is provided.

**ЖУРАВЛЕВА АННА МИХАЙЛОВНА, САЛЬКОВА МАРИНА
АЛЕКСЕЕВНА, ПАВЛЮК ОЛЬГА НИКОЛАЕВНА. *TED, ДОБРО
ПОЖАЛОВАТЬ В АУДИТОРИЮ!***

ФГБОУ ВО МГЛУ (Московский государственный лингвистический университет), Россия

Аннотация: В статье рассматриваются вопросы актуализации академической лекционной практики, ориентированной на учебный запрос современной целевой аудитории. Совершенствование академического диалога со студентами поколения Z требует обращения к ресурсу полимодальности, реализация которого изучалась на материале ораторского дискурса лекций TED. Установлено, что частные проявления полимодальности формируют устойчивые модели, в которых сопрягаются традиционное текстовое решение, визуальные и кинестетические жестовые опоры. Дисперсия моделей в пространстве лекций ориентирована на логику и ритм подачи материала. На основе исследовательских данных разрабатываются методические рекомендации к лекторской деятельности.

Ключевые слова: лекция, полимодальность, TED talks, мультимодальные модели

Вопрос, как читать лекции в вузах сегодня, нуждается в обсуждении: сегодняшний студент, представитель поколения Z [1], сформировал

особую адресную аудиторию. По результатам опроса студентов-третьекурсников МГЛУ, изучающих большое количество теоретических предметов, преобладающее большинство респондентов высказало мнение, что для освоения материала им нужны лекции, подготовленные с опорой на слайды PowerPoint, а сам материал должен быть подан артистично, в легкой ненавязчивой форме. Последнее предполагает отказ от обилия терминологии, иллюстративность, интерактивность и демократичность диалога. Не менее существенно то, что полтора часовая лекция для миллениала достаточно сложна: респонденты отмечают, что работают активно только 45–60 минут (ср. [2,3]).

Обозначенный запрос требует поиска актуальных приемов подачи лекционного материала, которые принимает современный обучающийся и которые позволят сохранить качество подготовки выпускников, их мотивацию к профессиональному и личностному росту, и поддержат авторитет педагогов, стремящихся преодолеть вызовы традиционного очного, дистанционного и смешанного обучения.

Сегодня одним из методологических ресурсов лектора становятся TED talks, а ключом к успеху лекции – т.н. ПОЛИМОДАЛЬНОСТЬ, стратегия компактного воздействия на интеллект обучающегося, где подача научного и учебного контента в вербальной форме регулярно поддерживается визуальными и невербальными опорами.

Исследование полимодальности в TED talks позволяет найти подход к современной аудитории, которая не умеет усваивать большой объем академической информации и отдает предпочтение визуальному ряду как одному из основных информационных каналов. При этом изучение лекторских установок и условий реализации TEDs позволяет говорить о том, что как сам текст, так и все сопровождающие его приемы и инструменты подачи информации требуют планирования и синхронизации.

Организация лекций TED как многоканальных сообщений исследовалась с применением методик мультимодального и фреймового анализа. Были выделены мультимодальные модели с характерными взаимосвязями между средствами когезии, фокусации, когерентности и различными средствами выражения авторской модальности (языковыми, визуальными, кинестетическими). Сделан ряд наблюдений над распределением мультимодальных моделей в композиционной структуре лекции. В качестве иллюстрации использовано выступление Д. Филлипса ‘How to Avoid Death by PowerPoint’ (более 3 000 000 просмотров на YouTube) [4].

Исследование ввода мультимодального компонента в «ткань» лекции TED подтверждает идею о его значимости и эффективности – больше всего «лайков» на YouTube получает тот лектор, который использует мультимодальность (слайды и жесты) логично и ритмично. На основе результатов анализа разработаны рекомендации по «вживлению» приемов TED в лекционный материал [5].

Список литературы

1. Щеглова, Д. (2020) Что такое поколение Z и как оно видит свое образование. Получено из <https://trends.rbc.ru/trends/education/5ef1ddbc9a794733b37dcfff>.
2. Мэйл Пульс. Как завоевать уважение студента, если вы преподаватель. 4 смелых совета от студентки. Получено из https://pulse.mail.ru/article/kak-zavoevat-uvazhenie-studenta-esli-vy-prepodavatel-4-smelyh-soveta-ot-studentki-8318593929645384629-5271950297219628547/?utm_content=lenta_main_mail_ru&utm_campaign=main&utm_referrer=https%3A%2F%2Fpulse.mail.ru&utm_source=pulse_mail_ru.
3. Мэйл Пульс. «Чтение лекции научным языком это пустое сотрясение воздуха». 6 важных советов преподавателю гуманитарного вуза. Получено из https://pulse.mail.ru/article/chtenie-lekcii-nauchnym-yazykom-eto-pustoe-sotryasenie-vozdusha-6-vazhnyh-sovetov-prepodavatelyu-gumanitarnogo-vuza-8318593929645384629-8055045937693636980/?utm_content=lenta_main_mail_ru&utm_campaign=main&utm_referrer=https%3A%2F%2Fpulse.mail.ru&utm_source=pulse_mail_ru.
4. YouTube. (2014). TEDx: Phillips D. How to avoid death by PowerPoint. Получено из <https://www.youtube.com/watch?v=Iwpi1Lm6dFo&t=614s>.
5. Журавлева, А. М. (2021). Связность в полимодальном дискурсе лекций TED. Master's Thesis. Москва.

ПОНОМАРЕНКО Е.В.*, ХАРЬКОВСКАЯ А.А.,
ЧЕРКУНОВА М.В.**. СОВРЕМЕННЫЕ ТРЕНДЫ В ОРГАНИЗАЦИИ
АННОТАЦИЙ К АНГЛОЯЗЫЧНЫМ ПРОИЗВЕДЕНИЯМ
ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ: ОПЫТ ДИНАМИКО-СИСТЕМНОГО
АНАЛИЗА**

**МГИМО МИД России, Россия, **Самарский национальный исследовательский университет имени академика С.П. Королева, Самара, Россия*

В настоящее время во всем мире отмечается тенденция к сокращению объема письменных текстов, которые может воспринимать современный «среднестатистический» потребитель печатной продукции. К сожалению, все меньше людей привержены чтению полных романов Л.Н. Толстого, Ч. Диккенса или В. Гюго. Причины такого положения дел требуют отдельного рассмотрения с привлечением методов разных гуманитарных наук и не входят в круг задач данной работы.

Что же касается языкознания, то в этом контексте возникает необходимость в выявлении тех средств и способов вербальной коммуникации, которые помогут передать по возможности больше смысловых компонентов в рамках малоформатных текстов, ибо сегодня они имеют больше шансов привлечь внимание читателей, чем объемные литературные труды, и, следовательно, успешнее донести до общества те или иные идеи. Поэтому авторы данной работы ставят перед собой **цель** рассмотреть современные тенденции в трансформации системных (стабильных) и вариативных (подвижных) структурных и формально-содержательных параметров малоформатных текстов. Представленный

анализ иллюстрируется аннотациями к произведениям художественной литературы (объемом от 500 до 1500 знаков) из рекламных каталогов солидных международных издательств.

Типовое определение аннотации – это «краткая характеристика произведения печати (или неопубликованного документа) с точки зрения его содержания, оформления, направленности, происхождения и т.д. Целевое назначение аннотации – проинформировать читателей о существовании работы определённого содержания и характера» [Тумина, 2005, с. 936].

Сегодня крайне актуален вопрос о необходимой адаптации традиционной аннотации к новой внешней среде этого вида письменной коммуникации, в частности к новым экстралингвистическим условиям (новая семиотическая среда, заметное снижение интереса аудитории к чтению художественной литературы, изменение когнитивно-познавательных возможностей современных потребителей книжной продукции, принадлежащих к категории так называемых *digital natives*, *поколения Z*), что приводит к масштабному сдвигу в системе устоявшихся дискурсивных маркеров текста книжной аннотации [Черкунова, Пономаренко, 2021].

В этом плане для нас особый интерес представляют те свойства аннотаций, которые сближают их с рекламным дискурсом, поскольку именно он решает коммуникативные задачи, диктуемые описанными условиями функционирования книжных аннотаций как своеобразного речевого продукта [Леденёва, 2017; Aleksandrova et al., 2020; Ledeneva, 2018]. Причем ценность книжной аннотации как жанра малоформатных текстов повышается при рассмотрении её в ракурсе прагма-семантического синергизма – способности упаковывать достаточно большое содержание в достаточно малые текстовые формы в процессе структурно-смысловой эволюции дискурса.

Отсюда следует, что целесообразно рассматривать динамику жанра аннотации в русле динамико-системного подхода, а конкретно – функциональной лингвосинергетики как его разновидности. Основания функционально-синергетического направления были заложены в трудах Е.В. Пономаренко на материале английского языка и в дальнейшем развивались В.Л. Малаховой, А.В. Радюк, А. А. Харьковской, Д.С. Храмченко и другими исследователями [Малахова, 2011; Харьковская 2019; Храмченко 2012; Khramchenko D., Radyuk 2014; Malakhova 2017].

Для анализа заявленного в данной статье объекта исследования имеют значение следующие положения функциональной лингвосинергетики:

1. динамико-системный ракурс анализа речевой деятельности охватывает её стабильные, системные свойства в сочетании с динамическими, подвижными свойствами; конкретно функциональная лингвосинергетика изучает стабильные и

- подвижные свойства функционального (прагма-семантического) пространства дискурса;
2. дискурс трактуется как открытая нелинейная неравновесная система смыслов, формируемых через их речевое выражение при объединении функционального потенциала всех единиц текста (в нашем случае – аннотации);
 3. нелинейность дискурса образно выражается формулой « $2+2=5$ », которая передаёт способность речевого произведения порождать, как указывал академик Л.В. Щерба, не сумму смыслов, а новые смыслы, то есть выходить за рамки чисто механического сложения значений отдельных единиц текста;
 4. дискурс, формируемый в процессе развертывания текста, направлен на достижение функционального аттрактора – реализацию определённой коммуникативной цели (вызвать отклик у читателя);
 5. компоненты текста/речевой цепи постоянно взаимодействуют друг с другом и с внешней средой дискурса (смысловое пространство, совокупно создаваемое речевыми компонентами аннотации, у разных читателей вариативно в зависимости от многих факторов их личности и других обстоятельств);
 6. внешнюю среду дискурса составляют когнитивные системы участников общения (в данном случае автора аннотации и читателя), текущая коммуникативная ситуация (условия, в которых автор составлял аннотацию, а читатель знакомился с ней), а также состояние общественного сознания, влияющее на миропонимание коммуникантов и в частности на те смыслы, которые они способны извлекать из прочитанного текста;
 7. в процессе развёртывания речевого произведения изменения внешней среды (наблюдаемая или предполагаемая реакция партнёра, привлечение новых аргументов, желание переключить внимание и т.п.) вызывают в системе дискурса хаотические колебания (флуктуации), которые представляют собой элементы (речевые единицы) или процессы (комбинирование смысловых компонентов), не отвечающие изначально заданному вектору смысловой эволюции произведения речи; однако они не только нарушают начальные тенденции системы дискурса, но и являются катализатором, который мобилизует её саморегулятивные функциональные свойства для сохранения системы (удержания смыслового пространства в определенном диапазоне);
 8. сохранение системы дискурса обеспечивается когерентным, согласованным функционированием речевых компонентов, которое даже в случае нарушения на каком-то этапе смысловой целостности дискурса позволяет системе перейти к новому состоянию прагма-семантической упорядоченности и достичь

заданного аттрактора – коммуникативной цели [Пономаренко, 2013; Ponomarenko 2018; Ponomarenko et al., 2021].

Не вдаваясь в другие подробности функционально-синергетического подхода, отметим только, что он подтверждает правомерность дифференциации понятий текста и дискурса в лингвистике: в зависимости от состояния внешней среды речевого произведения, от взаимодействия его компонентов в сознании разных людей, от синергетического коммуникативного эффекта один и тот же текст может быть разным дискурсом для разных партнёров в разных предлагаемых обстоятельствах [Александрова, 2018; Пономаренко. 2013; Черкунова, 2022; Khramchenko, Radyuk, 2014; Ponomarenko et al., 2021]. Тексты аннотаций в этом отношении особенно интересны тем, что при ограниченном объеме их поверхностной структуры они приобретают повышенную «плотность» глубинной структуры – смыслового плана текста, что ведёт к некоторой вариативности смысловых приращений, воспринимаемыми разными адресатами, а следовательно, и к вариативности общего смыслового пространства дискурса аннотации. Кроме того, для нас важно выявить те новые структурно-смысловые тенденции, которые наблюдаются в жанре аннотации на фоне упомянутых выше особенностей нынешнего поколения читателей, и понять, как эти особенности учитываются в маркетинговых приёмах издателей англоязычной художественной литературы.

На начальном этапе функционально-синергетического анализа произведения речи того или иного жанра рекомендуется рассмотреть равновесное, типовое состояние системы, так как динамика функционирования дискурса раскрывается как движение его смысловой системы на фоне инвариантных проявлений организации текста [Пономаренко, 2004; Черкунова, Пономаренко. 2021; Dombrovan, 2018].

Так, инвариантная модель рекламной аннотации к англоязычным произведениям художественной литературы включает следующие элементы:

1. заголовок, представленный собственно названием рекламируемой книги;
2. фамилия(и) автора(ов) произведения;
3. основной текст, включающий в среднем 2–3 абзаца, построенных по классическому принципу «перевернутой пирамиды», где так называемый *лид* вводит общую информацию о месте действия, персонажах и ключевой коллизии, а последующие абзацы сообщают дополнительные подробности сюжета;
4. цитатный блок, в котором приводятся эмоционально насыщенные позитивные отзывы о книге, принадлежащие авторитетным печатным изданиям либо известным деятелям литературы, культуры и т.п.;
5. информация об авторе: этот текстовый блок предлагает данные, касающиеся литературного творчества автора, перечисляет официальные литературные награды, а также приводит ключевые

биографические сведения, существенные для понимания истоков творчества писателя и содержания рекламируемой книги;

6. иллюстрация;

7. информационный блок [Черкунова 2019; Черкунова, Пономаренко, 2021].

Традиционно структурные блоки располагаются именно в указанной последовательности (за исключением иллюстративного компонента), отражая тем самым относительную значимость указанных элементов для выстраивания прагматического вектора развёртывания информации и поступательного движения всей системы к коммуникативному аттрактору – внушению потребителю мысли о необходимости приобретения той или иной книги.

Как показал анализ эмпирического материала, данные системные признаки являются типовыми для рассмотренных аннотаций. Однако на всех уровнях организации текста аннотации выявляются также асистемные свойства. Так, ряд текстов (приблизительно 15 %) имеют структурные флуктуации, которые проявляются в частности в наличии такого дополнительного структурного элемента, как слоган:

A bestselling crime novel. A labyrinth of clues. A killer with a lot to hide. [Cornerstone, 2020].

Rich veins of insight, wit and wisdom [Legend Press, 2019].

Three women, three blogs, so many lies [Legend Press, 2018].

Слоган является чужеродным, хаотизирующим элементом для прагма-семантической системы текста книжной аннотаций. Традиционно слоганы сопровождают рекламу товаров широкого потребления, где им отводится роль инструмента оказания эмоционального воздействия. В корпусе рассмотренных аннотаций слоганы фактически дублируют функцию цитатного блока. При этом, наличие слогана разрушает традиционно создаваемую аннотацией иллюзию самостоятельности выводов, сделанных реципиентом о художественном произведении на основе всесторонней информации о сюжете книги, её авторе/ах, с учётом экспертного мнения, оформленного в виде цитаты.

Ещё одним дерегламентирующим свойством аннотаций на уровне структуры является нарушение традиционной последовательности структурных блоков за счёт вынесения цитатных включений в наиболее сильную позицию текста – в его начало.

Также асистемным признаком в корпусе рассмотренных аннотаций оказалось наличие структурных элементов с подзаголовками “*Key Selling points*” и “*Target Market*” (8% аннотаций содержат такой раздел). В данном случае открытая экспансия маркетинговой терминологии представляет собой девиацию с точки зрения конвенциональных норм выстраивания внутреннего пространства аннотации. При этом спектр «продающих» преимуществ книги как правило дублирует сведения, присутствующие в тексте аннотации.

Помимо нетипичных элементов в структуре аннотации, асистемные характеристики проявляются также на уровне смыслового наполнения данных малоформатных текстов. В частности, в инвариантной модели обязательный раздел аннотации под названием “About the Author”, как отмечалось ранее, описывает главным образом вехи литературной биографии писателя с незначительными отсылками к личной жизни. В качестве примера можно привести следующий типичный биографический блок:

Alex Halberstadt is the author of the award-winning Lonely Avenue: The Unlikely Life and Times of Doc Pomus. His writing has appeared in The New Yorker, The New York Times Magazine, GQ and The Paris Review. He is a two-time James Beard Award nominee and a recipient of fellowships from the MacDowell Colony and Yaddo. He works and lives in New York. [Vintage, 2020, p. 20].

Однако при анализе эмпирического материала было также установлено, что 12% аннотаций в справке об авторе подчёркивают не столько аспекты творческой биографии, сколько наличие непосредственного личного опыта в самых разнообразных социальных и профессиональных сферах (*a lawyer experienced in child protection, criminal law and refugee law; the book is inspired by her childhood growing up in a sweet shop in Torquay; she is a librarian at University of Brighton; Stephen now works as a teacher at Nottingham, having also lived and worked in Lithuania and Mallorca; Dan Mooney is a writer, air traffic controller and amateur filmmaker*). Кроме того, широко используется упоминание аспектов повседневной, обыденной жизни автора, таких как место проживания (*Originally from Manchester, she lives in Sydney, Australia; Marcus Low is a Cape Town based writer*), семейное положение (*Maria lives with her husband and two children*), наличие питомцев (*She lives with her dog, Bollo; ...lives in Mid Devon with ... too many cats*), хобби (*When she is not writing, she is reading; Holly hosts a parenting podcast; Jea has played saxophone in “Hoodwink”, an all-female indie rock-band, and travelled extensively*) и т.п.

Таким образом, можно заключить, что в текстах аннотаций присутствует тенденция к дерегламентации дискурса на уровне читательских ожиданий за счёт сокращения дистанции между автором и читателем; автор литературного произведения представляется в первую очередь как обычный человек, повествующий о личных переживаниях, описывающий такие события, с которыми он знаком не понаслышке. Ценность приобретают личные качества и непосредственный социальный опыт в противовес профессиональным заслугам и признанию профессионального сообщества.

Наконец, следует отметить, что аннотации представляют яркий случай функционального синергизма дискурса – упоминавшейся выше нелинейности прагма-семантического пространства, когда 2+2 не равно 4. Эксплуатируя данную способность речи, авторы аннотаций составляют

тексты с высокой плотностью смысловых компонентов, которые не только совокупно создают нужное впечатление, но и взаимоусиливают прагматический потенциал друг друга, например:

John Marrs is a former journalist from Northamptonshire, England, who spent 25 years interviewing celebrities from the world of television, film and music for national newspapers and magazines. He wrote for publications including The Guardian's Guide and Guardian Online; OK! Magazine; Total Film; Empire; Q; GT; The Independent; Star; Reveal; Company; Daily Star and News of the World's Sunday Magazine. He recently gave up his job to write novels full time. His first car at the age of seventeen was a three-door, Ford Escort with a Batman sticker in the rear windscreen. He thought the sticker was cool at the time. [Cornerstone 2020].

Очевидно, что в приведённом примере функциональный аттрактор, к которому направлены все траектории смыслового развития дискурса – представление автора книги как человека успешного, опытного, разностороннего, которому есть чем поделиться с читателем. Это впечатление формируется путём взаимодействия таких средств, как:

- упоминание внушительного опыта работы в сфере журналистики (25 years interviewing celebrities from the world of television, film and music),
- ссылка на многочисленные популярные журналы, с которыми сотрудничал автор (The Guardian's Guide and Guardian Online; OK! Magazine; Total Film; Empire; Q; GT; The Independent; Star; Reveal; Company; Daily Star and News of the World's Sunday Magazine),
- констатация факта смены профессии после многолетней успешной карьеры (*he recently gave up his job*),
- сообщение о покупке машины в семнадцатилетнем возрасте (*his first car at the age of seventeen was a three-door, Ford Escort*),
- упоминание о забавной наклейке на заднем стекле этой машины (*a Batman sticker in the rear windscreen. He thought the sticker was cool at the time*).

Сочетание всех этих смысловых компонентов не просто даёт ряд данных, но, несомненно, формирует в сознании читателя привлекательную фигуру деятельного человека с богатым жизненным и профессиональным опытом, умеющего зарабатывать и ценить деньги, но при этом относиться ко всему с юмором. Особый флер образу автора придает его непосредственная причастность к жизни звездного бомонда. Отсюда следует невербализованный, но явно напрашивающийся вывод о том, что его книга может быть привлекательна и полезна для людей разных профессий, интересов и поколений, её необходимо купить.

Обобщая все сказанное, можно сделать следующие выводы:

1. В исследовании функциональных свойств произведений речи динамико-системный подход целесообразен в том отношении, что позволяет комбинировать анализ системных и асистемных характеристик изучаемых текстов.

2. Малоформатные тексты все активнее занимают серьезные позиции как способ письменной коммуникации. Их стабильные и/или подвижные параметры достаточно убедительно демонстрируются на примере аннотаций к произведениям англоязычной художественной литературы и прослеживаются на всех уровнях структурно-функциональной организации таких текстов.
3. В изучаемых аннотациях наблюдаются подвижки функционального и стилистического уровней, которые отражают движение жанра книжных аннотаций к модификации конвенциональных системных свойств, к некоторому преобразованию концептуальной схемы эволюции смыслового пространства данного вида дискурса.
4. В ряду признаков названных модификаций можно назвать:
 - введение слогана (или его функциональных аналогов),
 - ослабление позиций информативных блоков при параллельном усилении эмотивных,
 - все более активное использование рекламной лексики и терминологии,
 - насыщение аксиологическими смыслами личного мнения, включая тенденцию к продвижению личных впечатлений вместо профессиональной оценки рекламируемого произведения,
 - функциональный синергизм речемыслительного пространства текста
 - и другие.

Таким образом, дискурс книжных аннотаций всё больше актуализирует специфические черты, присущие рекламному дискурсу.

Список использованных источников

1. Cornerstone Autumn Catalogue, July-December 2020. – Available at: https://www.penguin.co.uk/content/dam/prh/company-pages/catalogues/Cornerstone_Autumn_Catalogue_2020.pdf (Accessed 12 May 2022).
2. Legend Press, 2018. – Legend Press Catalogue 2018. Available at: https://issuu.com/tomchalmers/docs/legend_press_catalogue_2018 (Accessed 12 February 2022).
3. Legend Press, 2019 – Legend Press Catalogue, 2019. Available at: https://issuu.com/tomchalmers/docs/legend_press_catalogue_lbf_for_email (Accessed 12 February 2022).
4. Urbane Publications, 2020 – Urbane Publications 2020 Catalogue. Available at: https://issuu.com/urbanepublicationslimited/docs/urbane_cat_2020 (Accessed 12 May 2022).
5. Vintage, 2020 – Vintage books catalogue July-December 2020. Available at: <https://www.penguin.co.uk/company/contact-us---offices/catalogues.html> (Accessed 12 May 2022).

Список литературы

1. Александрова О.В. Дискурс и текст: общее и различное // Когнитивные исследования языка. 2018. № XXXIII. С. 28–32.
2. Леденёва С.Н. (2017). Эффективность речевого воздействия рекламы с позиций психолингвистики // Современные тенденции в германском языкознании: особенности вербализации смыслов: Коллективная монография / Е.В. Пономаренко, Е.М. Позднякова, С.Н. Леденёва и др. М.: ИИУ МГОУ. С. 123–153.

3. Малахова В.Л. (2011). Функциональные свойства категории притяжательности в английском дискурсе: Автореферат дисс. ... к. филол. н. Самара. 26 с.
4. Пономаренко Е.В. (2013). О функциональной самоорганизации речевых средств в английском деловом дискурсе. Вестник Самарского государственного университета. № 5 (106). С. 80–84. URL: https://www.elibrary.ru/download/elibrary_20598736_26941964.pdf.
5. Пономаренко Е.В. Функциональная системность дискурса (на материале английского языка): Монография. М.: МГУ-ПА ФСБ, 2004. 328 с.
6. Тумина Л.Е. Аннотация // Эффективная коммуникация: история, теория, практика: Словарь-справочник / Отв. ред. М.И. Панов. М.: Олимп, 2005. С. 936.
7. Харьковская А. А. Лингвосинергетический потенциал научных публикаций по гуманитарной проблематике: на материале английских малоформатных текстов // Малоформатные тексты в различных типах англоязычного дискурса. Самара: ООО «САМАРАМА», 2019. С. 140–149.
8. Храменко Д.С. К вопросу о формировании арсенала лексических средств в английском деловом дискурсе // Вопросы прикладной лингвистики. 2012. № 6. С. 72–75.
9. Черкунова М.В. Аннотация как вид малоформатного текста // Малоформатные тексты в различных типах англоязычного дискурса. Сборник научных статей. Отв. ред. А.А. Харьковская, И.Б. Кравченко. Самара, 2019. С. 149–159.
10. Черкунова М.В. Малоформатные новостные тексты в сети Instagram с позиций лингвосинергетического подхода // Вопросы журналистики, педагогики, языкознания. 2022. Т. 41. № 2. С. 226–237.
11. Черкунова М.В., Пономаренко Е.В. Динамические свойства аннотаций к англоязычным произведениям художественной литературы // Филологические науки в МГИМО. 2021. Том 7. № 2. С. 98–107. DOI: <https://doi.org/10.24833/2410-2423-2021-2-26-98-107>.
12. Aleksandrova O.V., Korableva E.A., Kharkovskaya A.A. (2020). Expressive Syntactic Devices as Means of Forming Advertising Discourse. Functional Approach to Professional Discourse Exploration in Linguistics. Springer Nature Singapore, pp. 59–93.
13. Dombrova T. (2018). An Introduction to Linguistic Synergetics. Cambridge: Cambridge Scholars Publishing. 152 p.
14. Khramchenko D., Radyuk A. (2014). The Synergy of Modern Business English Discourse: Holistic Approach to Teaching Unconventional Rhetoric. INTED2014 Proceedings, 8th International Technology, Education and Development Conference, pp. 6779–6783.
15. Ledeneva S. (2018). Advertising as Specific Discourse Type: Ontology and Functional Pragmatics. 5th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2018. SGEM2018 Vienna ART Conference Proceedings, vol. 5 (3.1), pp. 3–10.
16. Malakhova V.L. (2017). Functional properties of possessive nominations and their impact on the pragmatic and semantic systemity of the English discourse. 4th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM2017: conference proceedings, Albena, Bulgaria, pp. 745–752. DOI 10.5593/sgemsocial2017/32/S14.096.
17. Ponomarenko E.V. (2018). The Notion of Functional Synergism in Linguistics. 5th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM 2018, www.sgemsocial.org, SGEM2018 Conference Proceedings, 19–21 March 2018, Vienna, Austria, Book 1, Vol. 5 Science & Society, issue 3.1 Language & Linguistics. Health Policy & Services, pp. 501–508. DOI: 10.5593/SGEMSOCIAL2018H/31/S10.063.
18. Ponomarenko E., Larionova M., Kamenetskaia S. (2021). Dos y Dos son cinco, o discurso como sistema sinérgico. Entrevista a Evgeniya Ponomarenko. Andamios. Volumen 18, número 47, septiembre-diciembre, 2021, pp. 255–274. DOI: <http://dx.doi.org/10.29092/uacm.v18i47.873>.

≡ PHONETICS IN ELT IN GLOBAL ENGLISH CONTEXT

MARIA V. ALEKSYUK. *THE PRAGMAPHONOSTYLISTICS OF PUBLIC
SPEECH IN MODERN BRITISH PROSE*

Lomonosov Moscow State University, Russia

Abstract: The research focuses on the pragmaphonostylistic aspect of philological reading. At the centre of the present study are the rhythmical and prosodic peculiarities of public speech as portrayed in modern British prose. These have been highlighted through text analysis which relies on the principles of philological phonetics, phonostylistics, linguopoetics, linguostylistics, pragmaphonostylistics. The research is based on ‘The Cockroach’ by Ian McEwan.

Key words: phonetics, pragmaphonostylistics, philological reading, accent, rhythm, prosody, public speech

Philological reading is a reading strategy that presupposes careful study of every aspect of a text. Here, one’s main goal is to penetrate into the artistic design of a literary work through the analysis of the linguistic means used in it. Moreover, reading artistic prose presupposes the existence of the so-called ‘inner speech’, a type of speech when there is no overt sound or articulation.

The present research centres upon the pragmaphonostylistic aspect of reading modern British prose philologically. The major focus here is on the way public speech is reflected in a written artistic text (‘The Cockroach’ by Ian McEwan), particularly, what amount of ‘sound’ is ‘encoded’ in it. The suggested approach to analysing the text aims at revealing how, through public speech, the main character is being portrayed. It was identified what phonostylistic devices are adopted by the writer to make the fictional speech given by the main character sound like a typical example of a parliamentary address. It is assumed that the public speech adduced in the novella could be treated pragmaphonostylistically to extend the stylistic section of the pragmalinguistic functional style.

The first step here was to look at how the passage containing the speech given by the main character was arranged in terms of punctuation marks. These ‘encode’ the rhythm and prosody of the text – and, through them, the way the author may have heard his own text in his ‘mind’s ear’. It was no less important to see what lexical items have been chosen by the writer to be placed in syntactically strong positions, as this directly influences the sound image that is formed in one’s ‘inner speech’.

The written text was studied linguostylistically and then contrasted with its oral variant – the audiobook. The latter was analysed segmentally and suprasegmentally from the point of view of its rhythmical and prosodic organisation. The recording was subject to both instrumental and auditive analysis.

The research revealed a number of phonostylistic devices used by the writer to build up the speech of the main character. It was also possible to appreciate what ‘sound’ effects these produce on the listener and how they are adopted by the author to both portray the main character and make references to the real-life events. It is also suggested that the present study has considerable pragmalinguistic potential, as the results of the analysis can be efficiently used in an ELT classroom.

IRINA A. ANASHKINA. *INTONATION AS A LINGUISTIC CODE OF CULTURE: AXIOLOGICAL APPROACH*

National Research University of Mordovia, Russia

Abstract: The key thesis of the paper “intonation is a linguistic code of culture is discussed with regard to the following dimensions: (1) language and culture are interconnected on the basis of axiology, a science of values, (2) an oral discourse can be considered cultural values of the epoch due to their intonation, the speaker’s voice qualities and diction. In this article the author tries to prove that language and culture are interrelated not only through the lexical layer of the discourse, but via intonation, diction of the speaker and his or her voice qualities. Intonation of any oral text in any socium plays an important role in creating and preserving the national peculiarities of the linguistic code of culture at different strata: literary discourses, communication, in teaching a foreign language.

Key words: intonation, diction, voice qualities, culture, axiology

The initial impetus that has turned the author’s attention to the axiological aspect of language and culture lies in a deep interest in finding the interconnection between these two phenomena at the phonetic layer of the language.

It is well known that intonation of any oral discourse bears extralinguistic information. Sometimes the national identity of the discourse is achieved thanks to intonation only. Intonation makes it peculiar and unique.

What is the role of the sound aspect of the text when it is perceived and assessed?

The notion “culture” and the category of value has always been closely connected in the course of their scientific existence. Thus, in the work of V. J. Kelle, which can be viewed on as an attempt of historic analysis of culture, we read, “... in the history of social development the cultural importance of an object for the individual, determined not by its essential but by some other qualities, was fixed in the notion “value”. Objects of culture pertain their interest to homo sapiens not only from the point of view of their utility but due to their moral, esthetic, cognitive and other types of value. Value is not the object itself, but its importance for the individual, which it acquires beyond its material existence or essence. Thus, value lies not in materiality of an object but in its significance for the homo sapiens. And applying the thesis for this paper it can be concluded that any text presents a certain value and as such it belongs to the cultural heritage of the society only through the fact of its interaction with the

person. The modus of interaction “text and recipient” is realized on the perceptive level of the text; in our case, the text is oral. The category of value of a text as an object of the symbolic activities cannot be mediated otherwise than through perception (audio or visual). Only in the process of direct interaction between a perceived text and subject of perception the value of the text as a fragment of cultural semiosis is made explicit.

Vox humana can be viewed on as an instrument of creating cultural values. It is a mediator that connects two modes of cognition of the world – abstract (symbolic) and sensuous. They interact in spoken discourses. The results of axiological scaling led to the conclusion that speech voice has its own zone of functionality in the vocal code of discourse. Speech voice within the structure of its parameters (intensity, timbre and pitch) is connected with the system “spoken discourse – the evaluating subject”.

TAMARA S. ANIKYAN. *THE EXPRESSIVE POTENTIAL OF PROSODY IN POLITICAL DISCOURSE*

Lomonosov Moscow State University, Russia

Abstract: Since communication in political discourse is primarily aimed at manipulating the addressee, the language of politics is generally regarded as a tool of power. However, the use of prosody in political texts displays significant variability and depends on a wide range of various factors, including the context of the communicative situation, the speaker’s individual background, general discursive practice of the genre and type of rhetoric the text belongs to, as well as the diatopic variant. Thus, the proper assessment of the expressive potential of prosody in political discourse requires a complex analysis of both linguistic and extralinguistic properties of a given speech.

Key words: political discourse, prosody, manipulation, communicative situation, American English.

As the experience of ELT experts shows, intercultural communicative competence cannot be confined to the mere knowledge of the language per se. This belief proceeds from the assumption that proper communication in English is inconceivable unless various phenomena characteristic of the language community, including political ones, are taken into consideration.

Meanwhile, within the last several decades there has been a constantly growing number of political texts in English, available to the mass audience due to the rapid development of information technology. With the media trying their best to manipulate the society, it is becoming alarmingly difficult to sort out the immense variety of political discourse. It has been convincingly shown in the works by prominent researchers specializing in political linguistics, in Russia and abroad, that the language of politics is generally used as a tool of power. Naturally, objective assessment of political discourse is virtually impossible unless it covers the ways in which it functions, common strategies of presenting and conveying information which are accepted in the discourse, as well as its perception by the addressee.

It stands to reason that in oral political discourse prosody should inevitably be of utmost importance. Having said that, prosody tends to remain on the periphery of language studies, even in university settings. This phenomenon does not always get enough attention in the classroom as a linguistic universal, which does not require special examination. In the meantime, the use of prosody in political texts displays significant variability and depends on a wide range of various factors, including the context of the communicative situation, the speaker's individual background, and general discursive practice of the genre and type of rhetoric (epideictic, agonal, orientational) the text belongs to.

In addition, in most higher education establishments it is the British diatopic variant that is studied preferably with the American variant somewhat neglected. Given the fact that the latter is the most influential culturally, economically, socially, and politically, and is the most widespread, one of the essential objectives to implement in the ELT environment is to include a complex analysis of both linguistic and extralinguistic properties of a given speech based on American material.

SVETLANA V. DECHEVA. *THE ART AND SCIENCE OF PUBLIC SPEAKING IN GLOBAL ENGLISH SPACE*

Lomonosov Moscow State University, Russia

Abstract: The present-day requisites for public speaking are formed under the influence of the new Net generation speaking culture, which is both playful and instructive at a time. The modern rhetoric of storytelling, crafted to enlighten and entertain people, happens to be a peculiar blend of marked and unmarked phonation. To become a working tool it needs further elaboration with respect to the latest findings in neuroscience, psychology and communication theory.

Key words: rhetoric, narrative, speaking culture, marked and unmarked phonation

Public speaking techniques are part and parcel of academic English. It is not without significance that they should form the groundwork of the University course of English phonetics, described as the rhetoric of intellectual communication.

These days, however, the speaking skills of most rhetoricians are no longer what they used to be. Under the pressure of digital technologies, as well as modern English globalization processes, they seem to have changed drastically and need further elaboration with respect to the so-called Net Gen speech preferences and expectations. It is not information pure and simple, but strong emotional involvement, interest and interaction that University students are after in their educational pursuits. Their demands are to be reckoned with in class, and ways and means have to be found to introduce them into the teaching-learning process.

This being the case, our understanding of rhetoric as an all embracing art of speech expressivity, requires a more in-depth study in terms of the latest

neuroscientific and psychological research into the present-day mechanisms of public speaking. It gives us a deeper insight into Global English public performances and broadens our knowledge of how human brain works while processing and recalling messages in speech intercourse.

Besides, it enables us to see how narrative, as one of the main commandments of the innovative culture of public speaking should be designed phonetically to produce a desirable rapport with the addressee and make for one's communicative efficacy at large. It makes us believe that storytelling is crafted to stimulate the activity of the brain and help the speaker and the listener to accommodate on a personal and emotional level.

There is every reason to believe that the principles of storytelling are most intimately linked with the present-day speech priorities. Both presuppose a substantial change in one's pronunciation style, making it more colloquial and inclusive. They help to mould one's ideas in a way, which suits the young addressees' cognitive capacities. It gives a fresh tinge to one's linguistic performance and enables people to feel comfortable about consuming the information, which their addressers impart.

It follows that it is both the art and the science that lie at the heart of the new public speaking style, meant to arouse passion in people's mind, as well as to fuel their response by persuading and entertaining them in the process of communication.

ELENA L. FREYDINA. MARGARITA YU. SEIRANYAN. *ATTITUDES TO PRONUNCIATION STANDARDS AND PRONUNCIATION MODELS IN TEACHER EDUCATION IN RUSSIA*

Moscow Pedagogical State University, Russia

Abstract: The change of the priorities in teaching pronunciation with regard to the global spread of English resulted in ELF approach taking the dominant position. Drawing on the findings made in the course of the study aimed at identifying the prevailing attitudes to EFL and ELF models in the Russian educational environment, the authors argue that such factors as the target of phonetic training and preferences of learners and teachers are highly relevant for choosing the approaches to pronunciation teaching.

Key words: pronunciation models, phonetic variation, teacher education, learners' attitudes, codified norms

The status of English as a Global language, growing variability of English pronunciation, the development of New Englishes led to the necessity to reconsider the priorities in pronunciation teaching as part of L2 teaching programmes. The expansion of the model 'English as a Lingua Franca (ELF)', which seems to be replacing the traditional model 'English as a Foreign Language (EFL)' has resulted in the revision of the traditional approaches to teaching pronunciation, based on the national pronunciation standards, British (RP/SSB) or American (GA). In practical terms decisions concerning the design and content of any course of English phonetics are often guided by sociocultural

and ideological considerations, based on the opposition of such notions as “multiculturalism” versus “native-speakerism”, “tolerance to accents” versus “accentism”, etc. (Setter, 2019; Walker, 2010).

The observations presented in this article were made in the course of the study aimed at identifying the status of EFL and ELF pronunciation models in teacher education in Russia with regard to the learners’ professional targets and the educational philosophy of a particular institution, Moscow Pedagogical State University. The study was mixed-method, quantitative and qualitative (questionnaire and semi-structured interviews). Its objective consisted in examining the attitudes to EFL and ELF models among the participants of teacher education, students (pre-service teachers) and university instructors, who teach pronunciation.

The results of the study show that in the Russian educational environment the traditional EFL approach is perceived as more appropriate and more effective. The prevailing attitudes are based on the following reasoning: the need for accuracy in the language teachers’ professional activity; the need for codified norms in pedagogical practice; traditional pedagogical approaches to teaching pronunciation, reflected in textbooks, dictionaries, teaching materials. However, it was also acknowledged that awareness of phonetic variation as part of the landscape of multicultural communication in English and of the fundamental principles of ELF should be integrated into the course of English phonetics.

From the pedagogical perspective the findings suggest that a balanced combination of the traditional EFL approach and ELF awareness is bound to provide the foundation for developing speech qualities, professionally relevant for the teacher of English, and for forming phonetic and socio-cultural competences required for effective multicultural communication.

References

1. Setter, J. (2019). *Your voice speaks volumes*. Oxford University Press.
2. Walker, R. (2010). *Teaching the pronunciation of English as a lingua franca*. Oxford University Press.

TATIANA O. LEBEDEVA. *COLOUR TERMS IN GOTHIC LITERATURE AND THEIR PROSODIC ARRANGEMENT*

Lomonosov Moscow State University, Russia

Abstract: The presentation focuses on colour terms in Gothic literature as one of the key means of creating a specifically strained atmosphere of horror and suspense.

Key words: phonetics, pronunciation, intonation, colour terms, philological reading

Colour terms have long been a matter of scholarly interest and have been studied from various points of view, including lexical, phraseological and linguocultural. Colour terms play a significant part as ‘elements’ of philological reading.

It can also be argued that colour terms are one of the basic means of encoding the author's purport in the text as by introducing a colour term into his or her text the author tries to fulfil a particular purpose of his own.

In the majority of the analysed texts the use of colour terms is very restricted. More than that, what the greater part of the authors seem to pay much more attention to is either the contrast of light and darkness or the blurred, shadowy and indistinct images. Whereas, if we turn to the instances where Gothic writers employ colour terms within their prose, we will see that the colour palette employed by the authors of gothic fiction is rather subdued and tends to gravitate towards the darker part of the spectrum.

Unsurprisingly, given the nature of the Gothic narrative, the most common colour one comes across is black. Another colour term widely used within Gothic narrative is grey. With equal frequency Gothic authors resort to the use of the term 'leaden', which, according to Macmillan English Dictionary, means "dull and dark grey in colour". Thus, helping to create the atmosphere of tension and oppression, characteristic of a Gothic story. It has to be noted that colour term red is also highly frequent in Gothic prose, and unsurprisingly it is nearly always connotative, usually signifying the idea of danger.

As the present study was conducted within the framework of pragmaphonetics, when analysing the prosodic parameters employed when reading the texts of Gothic fiction we turned to the various recordings of the same texts made by notable British actors in order to compare them side by side. Having conducted an auditory and acoustic analysis of the recordings we have come to the conclusions that the most common prosodic arrangement of colour terms within attributive constructions are the following:

- High Falling Tone + a phonetically degraded syllable + Low Falling Tone
- Accidental Rise + High Falling Tone;
- Mid Level Tone + Accidental Rise + High Falling tone.

Within each of these models colour terms are usually accented. In cases when colour terms are used in isolation and are not a part of attributive constructions they are usually marked by accent (the consistency of tone usage though should be studied further in greater detail) commonly accompanied by pausation and/or changes in loudness.

MARIA Y. PROKHOROVA. *THE ENGLISH GOSPEL IDIOMS IN LANGUAGE AND SPEECH*

Lomonosov Moscow State University, Russia

Abstract: Gospel idioms are an indispensable part of contemporary English. They are used by people in different spheres of life. They have different degrees of adaptability. Some of them prove to be extremely adaptable. There are several factors making for the popularity of gospel idioms: the frequent use of one and the same idiom in the Gospels; their special phonetic features (alliteration, assonance); their traditional

rhretorical qualities (inversion). The language users tend to adapt gospel idioms for a variety of reasons.

Key words: The Old Testament, the New Testament, the Gospels, gospel idioms, biblical quotations, proverbs, special phonetic features, a quantitative account.

The present research focuses on the text of the Gospels as a source of English idiomatic phraseology. The material for the present study includes two books: *Oxford Dictionary of Current Idiomatic English (Volume 2)*, *Begat. The King James Bible & the English Language* by David Crystal.

The study of *gospel idioms* in *Oxford Dictionary of Current Idiomatic English* has shown that their absolute majority can be traced back to St. Matthew's Gospel. Most of the time they form part of the *Sayings of Jesus*, coming from *His Sermon on the Mount* and *His Parables*.

Biblical idiomatic expressions should be kept clearly apart from biblical quotations. A comparison between a quantitative account of biblical idioms (from David Crystal's book *Begat*) and that of biblical quotations (from Oxford Dictionary of Quotations) shows that the Old Testament quotations prevail, especially from Psalms, as compared with the New Testament ones. As far as idioms are concerned, the New Testament ones prove to be more numerous. The overwhelming majority of idiomatic expressions goes back to the Gospels. The Gospel according to St. Matthew is pre-eminent – with respect to quotations as well as idioms. The distribution of idiomatic expressions and quotations throughout the Gospels among the four Evangelists looks remarkably similar: 1) St. Matthew, 2) St. Luke, 3) St. John, 4) St. Mark.

The current use of *gospel idioms* is greatly influenced by the information age. Gospel idiomatic expressions have different degrees of adaptability. Some prove extremely adaptable, whereas others seem to be resistant to adaptation. The former tend to be used outside their religious content, whereas the latter are predominantly used within the bounds of the original Christian context, e.g. *My yoke is easy, and my burden is light*.

There are several factors making for the popularity of *gospel idioms*: 1) the frequent use of one and the same idiom in the Gospels; 2) their use in the Book of Common Prayer; 3) their special phonetic features (alliteration, assonance); 4) their traditional rhretorical qualities (inversion).

The language users tend to adapt *gospel idioms* for a variety of reasons that range from making a rhretorical point to creating a humorous effect, particularly by means of using puns.

Gospel idioms are an indispensable part of contemporary English. They are readily used by people in different spheres of life. As David Crystal puts it, modern English has been influenced far more by biblical phrases than by individual words.

ALEXEY S. SHIKHANTSOV. *FALL LIKE AN ANGEL: GETTING THE FALLING TONES RIGHT IN TARGET TEXTS*

Lomonosov Moscow State University, Russia

Abstract: The presentation focuses on several techniques of eliciting proper falling tones when teaching English intonation with the help of target texts. The target text method has a long tradition, and it still shows its effectiveness when it is enhanced by creative material choice depending on students' interests. Mastering the falling tones is key when learning English intonation, and this particular aspect often causes problems for foreign learners. Some additional techniques can be suggested to improve the falling tones, based both on phonetic research and on the emotional context of the speech itself.

Key words: phonetics, pronunciation, intonation, public speaking, target text, falling tone, high fall, teaching methods, teaching phonetics

The target text method has been in use at the faculty of philology for decades now, and it has shaped pronunciation skills of more than one generation of its graduates. The effectiveness of the method lies in the fact that, apart from training the student to reproduce an extended text with consistent pronunciation, it also teaches the basic (and not-so-basic) intonation contours of English. When the young specialists start out on their own as teachers, they inevitably discover and adapt some new texts as target for their specific audiences.

A brilliantly performed and professionally recorded audiobook has a huge target text potential. The actor must audibly represent different characters and make the vital information really sink in, so he/she inevitably employs a wide diapason, a broader selection of loudness degrees and tempo changes, and, of course, a more emphatic pitch movement. Therefore, such text inevitably offers a nuanced practice of falling tones as well.

While the high falling tone is probably the key accent of British English, its proper performance often causes difficulties for students. Due to its high onset it can be perceived by some as a rise, and its final part in the lower segment of the diapason is not always so evident and thus is not performed properly by the learners. As has been shown previously in several studies, there are several types of the high falling tone, and some of them are realized as a “jump” from the high to the low level. The students show better results when asked to consciously do a ‘pitch jump’ down on these words.

Not infrequently the use of falling tones by actors is both motivated and accompanied by a strong emotion of anger and annoyance. What the teacher can do in this situation is to model an argument between himself and the student. The teacher pronounces the phrase in a deliberately wrong way, to which the student replies by pronouncing the right wording. Then the process can be repeated, and with each time the student's high falling tone will become more accented, annoyed and actually “falling”. The feedback from the students suggests that such exercises help them to feel the pitch movement better and to grasp the high falling tone as different from other tones. Harnessing emotional

speech for teaching purposes has its own risks, but freeing the volume and diapason of the student's voice might be worth it.

References

1. Decheva S. V. (2000). The Bases of English Philology. Moscow, MSU.
2. Shikhantsov A. S, & Maguidova I. M. (2014). Peculiarities of accent tones in English public speaking (on the material of British English) [Osobennosti slovesnogo udareniya v angliyskoy publichnoy rechi. Issledovanie na materiale britanskogo varianta sovremennogo angliyskogo yazyka]. Moscow, URSS.
3. Wells J. C. (2006). English Intonation: an introduction. Cambridge University Press.

САПУНОВА ОЛЬГА ВАЛЕРЬЕВНА. ПРОСОДИЧЕСКАЯ ВАРИАТИВНОСТЬ ЗНАКОВ ВЕРТИКАЛЬНОЙ СЕГМЕНТАЦИИ В ПРОИЗВЕДЕНИЯХ АНГЛИЙСКОЙ ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЫ

Московский государственный университет имени М.В.Ломоносова, Россия

Аннотация: В докладе анализируется метасемиотический потенциал знаков препинания вертикальной сегментации на примере точки с запятой. Устанавливается, что коммуникативно-прагматическое, метасемиотическое и полифоническое функционирование знаков препинания существенно изменяет «рекомендованную» – семиотическую – просодию знака, реализуемую в интеллективных текстах. В связи с чем предлагается установить «просодический минимум» для каждого знака вертикальной сегментации, т.е. просодический параметр, регулярно и последовательно сопровождающий знак независимо от уровня функционирования знака и реализуемой им подфункции.

Ключевые слова: метасемиотика знака препинания, полифония знака препинания, просодический минимум, точка с запятой

Настоящее исследование исходит из тезиса о неразрывной связи устной, письменной и внутренней речи (Жинкин, 1958), из которого следует вывод о необходимости корректной передачи внутренней просодии автора при воспроизведении текста вслух / про себя для наиболее точной передачи авторского содержания-намерения.

В английском языке проблема перевода внутренней речи в письменную (и обратного процесса) усложняется семантико-стилистическим характером пунктуации (Арапиева, 1985), т.е. при наличии дескриптивных рекомендаций система допускает широкую вариативность и позволяет стилистическое использование знаков препинания.

Анализ интеллективной прозы позволил сформулировать «правила чтения знаков препинания» (Арапиева, 1985), включающие характеристику основных просодических параметров. Однако опыт работы с художественным дискурсом выявил широкую вариативность использования знаков препинания, вызванную функционированием пунктуации на уровне семиотическом, коммуникативно-прагматическом и метасемиотическом. Совмещение нескольких функций разного уровня значительно изменяет просодию знака.

К примеру, рекомендованная для интеллективных текстов просодия точки с запятой (одного из самых трудных для использования знаков вертикальной сегментации) предполагает воспроизведение паузы в одну единицу, т.е. более продолжительной, чем пауза после запятой и менее длительной, чем после точки; последнее ударное слово в части до знака несет нисходящий тон нефинального завершения, а первое ударное слово после знака воспроизводится на среднем или низком уровне диапазона.

Однако в художественной литературе после точки с запятой, выполняющей коммуникативно-прагматическую функцию, часть предложения часто выносится в секцию диапазона, располагающуюся не ниже предшествующей части. Точка с запятой, реализующая метасемиотические подфункции маркирования смены типа повествования, оформления смены точки зрения и маркирования ввода авторского отношения, сопровождается сменой тембра. При воспроизведении контекстов, построенных на организации пространственной и/или временной перспективы, части предложения, между которыми используются точки с запятой, воспроизводятся как последовательность с одним наиболее «сильным» и значимым и, следовательно, просодически маркированным элементом.

Кроме того, точка с запятой представляется эффективным полифоническим знаком препинания, способным совмещать несколько стилистических функций. Наиболее частыми случаями полифонии является одновременная смена типа повествования и точки зрения, а также сочетание коммуникативно-прагматической функции и маркирования авторского отношения. Такие случаи труднее всего поддаются описанию и классификации в силу зависимости от контекста и уникальности каждого конкретного случая употребления знака.

В связи с последним выводом для каждого знака вертикальной сегментации предлагается установить «просодический минимум», т.е. набор просодических параметров, воспроизводимых во всех случаях использования знака и при выполнении всех трех функций; для точки с запятой таким параметром является пауза в одну единицу.

Список литературы

1. Арапиева, Л.У. (1985). Теория и практика системы знаков препинания в современном английском языке: дис. ... канд. филол. наук. Москва.
2. Жинкин, Н.И. (1958). Механизмы речи. Изд-во Академии педагогических наук.

≡ TECHNOLOGY ASSISTED LINGUISTIC RESEARCH AND INSTRUCTION

FERIT KILIÇKAYA. USING SYMBALOO AS A LEARNING PATH FOR RECYCLING ACTIVITIES OUTSIDE THE CLASSROOM: PRESERVICE LANGUAGE TEACHERS' EXPERIENCE

Burdur Mehmet Akif Ersoy University, Turkey

Abstract: The current paper investigates pre-service language teachers' experience using Symbaloo as a learning path for preparing online recycling activities outside the classroom. The participants included 30 pre-service language teachers enrolled at an online elective university course 'Materials design in Teaching English, who were asked to prepare recycling activities using the tools/websites using Symbaloo. The participants considered Symbaloo helpful as a learning path due to several reasons such as game-based activities and learners' doing the activities at their own pace.

Key words: Symbaloo, learning, path, online, design, materials

This presentation investigates pre-service language teachers' experience using Symbaloo as a learning path for preparing online recycling activities. The participants included 30 pre-service language teachers enrolled at an online elective course 'Materials design in teaching English. The participants working in groups of three or four used Symbaloo Learning Path to create online activities. The participants were asked to share their views on the use of Symbaloo via a Google Form. The responses indicated that they found Symbaloo helpful as a learning path due to several reasons such as creating online gaming-style activities and integrating exercises and activities from other websites.

References

1. Chidike Onah, J., Okonkwo, E. A., Eseni, N. O., & Momohjimoh, F. O. (2021). Adopting flipped classroom model for effective library user education in Nigerian universities: Challenges and strategies. *Library Philosophy and Practice* (ejournal). 5028. <https://digitalcommons.unl.edu/libphilprac/5028>.
2. Evans Heath, C. (2020). Flexibility matters: A qualitative look at four middle grade teachers' implementation of personalized learning (Doctoral dissertation). https://digitalcommons.kennesaw.edu/instruceddoc_etd/8.
3. Godwin-Jones, R. (2021). Evolving technologies for language learning. *Language Learning & Technology*, 25(3), 6–26. <http://hdl.handle.net/10125/73443>.
4. Kılıçkaya, F. (2018). Information and communications technology (ICT) in listening instruction. In John I. Lontos (Ed.), *The TESOL encyclopedia of English language teaching*. John Wiley & Sons Inc. <http://onlinelibrary.wiley.com/book/10.1002/9781118784235>.
5. Kılıçkaya, F., & Kic-Drgas, J. (2021). Issues of context and design in OER (open educational resources). *Educational Technology Research and Development*, 69 (1), 401–405. <https://doi.org/10.1007/s11423-020-09852-8>.
6. Krajka, J. (2012). *The language teacher in the digital age*. Maria Curie Skłodowska University Press.
7. Russell, V., & Murphy-Judy, K. (2021). *Teaching language online: A guide for designing, developing, and delivering online, blended, and flipped language courses*. Springer.

ANASTASIA A. SHMARAEVA. *THE DIDACTIC POTENTIAL OF DIGITAL CONCEPT MAPPING TOOLS TO ENHANCE THE TEACHING-LEARNING PROCESS IN HIGHER EDUCATION*

Lomonosov Moscow State University, Russia

Abstract: Admittedly, cognitive visualization facilitates the development and improvement of students' critical thinking, which is considered a vital life competency. Hence, the application of concept mapping, based on cognitive visualization, is one of the ways to increase the efficiency of the learning process. This method is used to introduce ideas and their relationships, structure materials, measure students' understanding as well as to assess their academic performance. The aim of the paper is to analyze the didactic potential of digital concept mapping tools.

Key words: concept mapping, cognitive visualization, didactic potential, digital tools, educational process

Concept mapping is mostly employed when it comes to large amounts of texts or information that students have to read and summarize both in the classroom and at home. Thus, this method may facilitate students' understanding of the subject studied since a concept map is an outcome of cognitive visualization, which engages the rethinking of subject matter (Pogrebnova, 2018).

Basically, a concept map is a visual organization of information or knowledge. Among the advantages of concept mapping are identifying links between general and specific concepts, simplifying and representing complex topics using visual format, better understanding of learning texts, promoting high-level thinking, developing creative skills, boosting students' active engagement into the learning process.

It is worth noting that modern higher education students are believed to belong to Generation Z who perceive visual and engaging content better (Khangeldieva, 2018). Therefore, a teacher employing various digital tools in the learning process might benefit greatly since they represent multimedia learning tools that could engage students in their learning more easily which may result in students having better learning outcomes respectively. Hence, the integration of the concept mapping method in learning environments is likely to enhance students' engagement in learning activities and increase their understanding, performance and self-evaluation.

Modern methods of foreign language teaching are thought to be based on interaction and the application of digital tools. The analysis shows that digital concept mapping tools proved to be engaging and effective due to their multimedia elements, accessibility, being easy to create and edit as well as a variety of online tools for students to choose from. Their didactic potential includes promoting the ability to process, structure, remember and revise the essential subject content using visual scaffolding, strengthening students' critical thinking skills by analyzing, synthesizing and evaluating information, developing students' oracy skills, organizing individual, pair and small group work, promoting self-evaluation, peer assessment and learner autonomy.

Needless to mention the fact that concept mapping could be used not only to encourage students to comprehend and revise learning materials better, to maintain student engagement in the learning process but also to assess their understanding of learning materials which leads to the improvement of their academic performance.

References

1. Khangeldieva, I. G. (2018). Digital age: is it possible to outstrip education? Retrieved from <https://cyberleninka.ru/article/n/tsifrovaya-epoha-vozmozhno-li-operezhayuschee-obrazovanie>.
2. Pogrebnova, A.N. (2018). Concept-map as a cognitive tool in the context of the 21st century skills acquisition. Retrieved from <https://mgimo.ru/upload/iblock/939/koncept-karta-kak-instrument-poznaniya-v-kontekste-razvitiya-navykov-21-veka.pdf>.

ASSIYA R. SULKARNAYEVA, NATALIYA L. SULYATETSKAYA. *ENGLISH LANGUAGE SECTOR: PAST, PRESENT, FUTURE*

Kazakhstan Branch of Lomonosov Moscow State University, Kazakhstan

Abstract: Presenting English Language Sector as a part of Department of Philology, Kazakhstan Branch of Lomonosov Moscow State University, the authors discuss its foundation and history, teacher staff memoirs, cooperation with Moscow State University faculties and departments, various aspects of work, events and outstanding graduates.

Key words: Moscow State University, English language sector, memoirs and prospects

English Language Sector was founded in 2001 to provide full and high-quality English language teaching for the Branch students. In 2002 Philology as a specialty was enacted, and later – in 2007 – Department of Philology was founded on the basis of the current specialty. Thus, English Language Sector became an integral part of Department of Philology. On October 10, 2012, according to the Decree No. 172-1 /S ‘On Foundation of *Department of Philology*’ English Language Sector was officially confirmed as a structural component of the Department.

During the first years the following qualified English teachers worked in the Sector: *Tatyana Volchkova, Kulyash Dzhumakhaeva, Gulnara Kainazarova, Nataliya Sulyatetskaya, Marina Muratova, Magrizza Nurbekova, Menissa Osspanova*, etc.

Currently, full-time lecturers and English teachers represent Sector Staff: *Assiya Sulkarnayeva (PhD), Aliya Aimoldina (PhD), Nataliya Sulyatetskaya (MA), Gulmira Davletkaliyeva (PhD graduate), Ludmila Zadorozhnaya (PhD student), Yekaterina Merkulova (PhD student)*.

English Language Sector provides teaching theoretical and practical modules for BA and MA levels. The most important areas are high-quality educational process, research, methodological and vocational guidance activities. Currently, English Language Sector is a professional, creative team that has great potential and actively implements it. The team works at modern

teaching methods within online and offline education, corresponding to educational and professional aims for full implementation of research, educational and methodological activities.

ALEXANDRA A. ORLOVA. *TEACH THE VOCABULARY OF THE ENGLISH LANGUAGE ON THE MATERIAL OF FASHION BLOGS*

State Social and Humanitarian University, Russia

Abstract: The aim of this research is to study the lexical features of English-language fashion blogs. The research is based on English-language fashion blogs. As a result and investigation, we consider semantic fields related to fashion, considered ways of word formation of new lexical units, and a block of exercises for fixing vocabulary on the topic "Fashion", developed on websites <https://quizlet.com/> and <https://socrative.com>. The practical significance of the work is shown in the possibility of applying the obtained research results in the framework of stylistics, communication studies, discourse analysis and other disciplines.

Key words: fashion, vocabulary, semantic field, word formation

In our study, we'll adhere to the following definition of this term: "a lexical-semantic field is a set of linguistic (mainly lexical) units, united by a common content and reflecting the conceptual, objective and functional similarity of the designated phenomena" [Big Encyclopedia, 1998, p.380].

Let's consider the composition of lexical and semantic fields using the example of fashion blogs. Women's clothing: ankle-length skirt, nylon stockings, trenchcoat, leggings, bomber, cycling shorts, jacket. Shoes: converse, ballet flats, boots, loafers, moccasin, oxford, thongs, wellington. Accessories: shopper, choker, clutch bag, ear cuff. Cosmetics: spa-saloon, make up, plumper, highlighter. Perfumes: accord, ambergris, chypre, fougere.

There are several options for the formation of neologisms [Chomsky, 2006, 190 p.]:

1. Affixation – "legging" [<https://www.elle.com>].
2. Composition – "pullover", "T-blouse", "sleepsuit" [<https://www.fashionlady.in>].
3. Abbreviation
Y.S.L. – Yves Saint Laurent
J.F.F. – Jean Franco Ferré
D&G – Dolce & Gabbana [<https://www.elle.com>].

4. Borrowing

In English, there're many borrowings in the field of fashion from the French language ("jacket", "vest") [<https://www.herstylecode.com>].

For an introduction to the topic "Fashion", you can use the site <https://quizlet.com/> (see Figure 1, 2, 3) and <https://socrative.com> (see Figure 4).

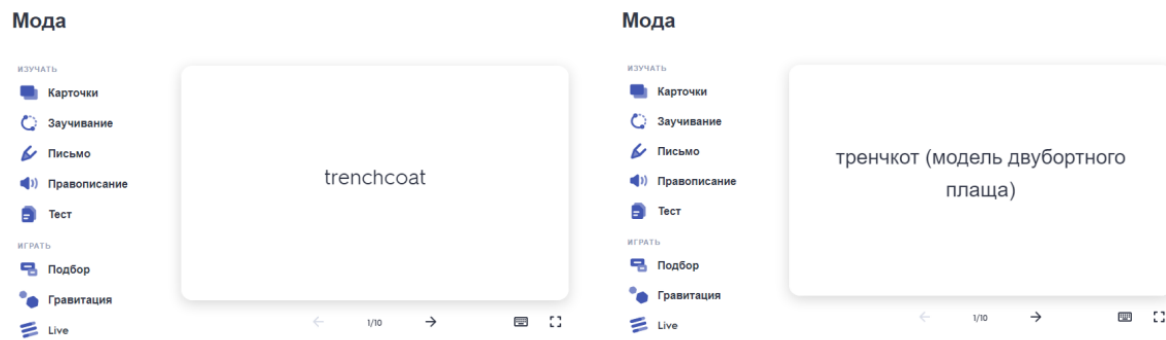


Figure 1. <https://quizlet.com/>

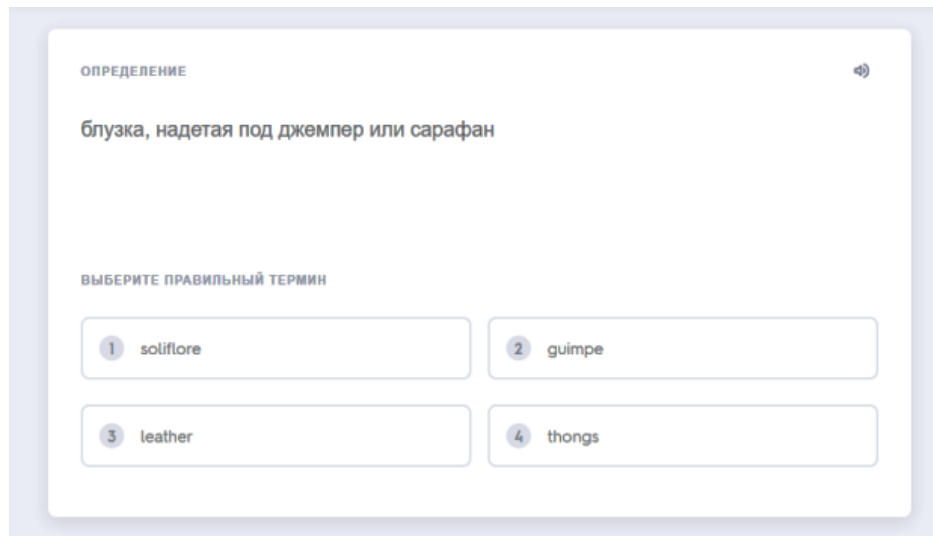


Figure 2. <https://quizlet.com/>

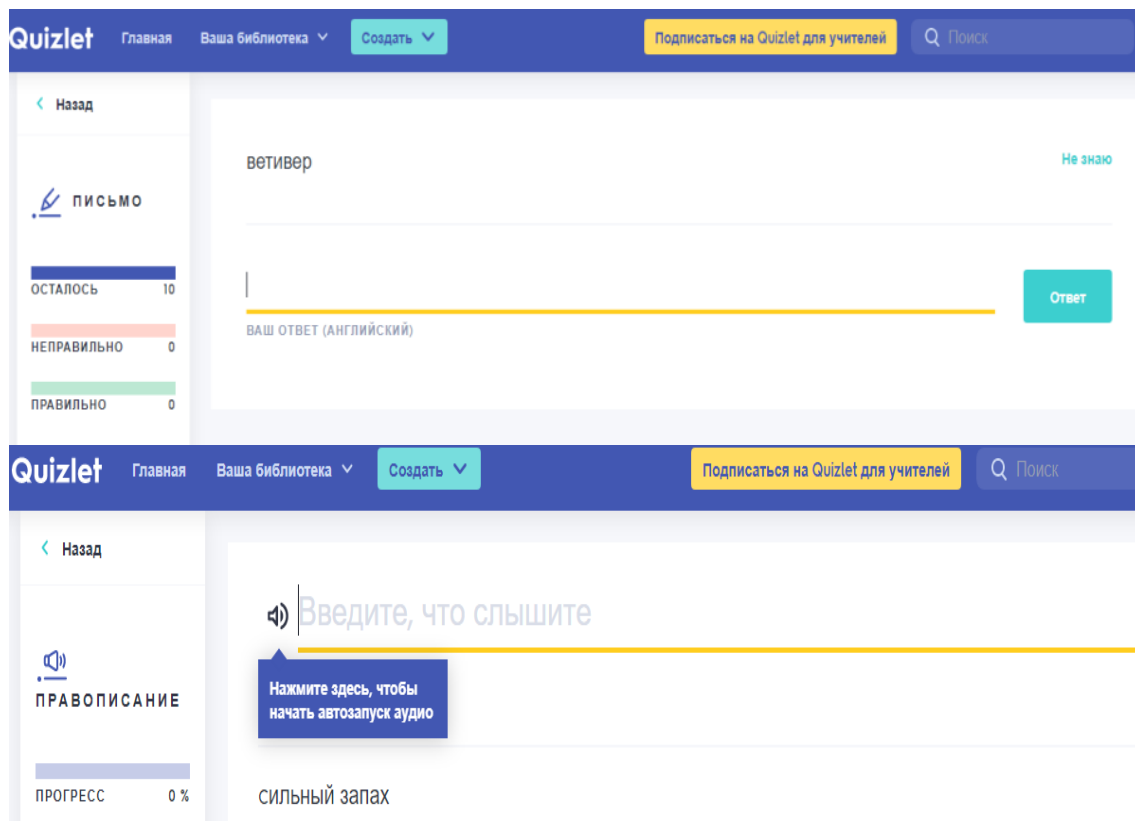


Figure 3. <https://quizlet.com/>

1. Plumper – лампер - средство, создающее кратковременный эффект увеличения объема губ

True

2. shopper – чокер (украшение, плотно прилегающее к шее)

False

Figure 4. <https://socrative.com>

The full version of the tasks can be found here:
<https://b.socrative.com/teacher/#import-quiz/59741593>,
<https://quizlet.com/ru/605353242/Мода-flash-cards/>.

Thus, the lexical-semantic field “Fashion” is also quite extensive.

References

1. Big Encyclopedia. Linguistics — Moscow, 1998, p.380.
2. Chomsky N. Language and mind. Cambridge University Press, 2006 (1968). 190 p.
3. Elle. [Electronic resource]. URL: <https://www.elle.com>.
4. Fashion lady. [Electronic resource]. URL: <https://www.fashionlady.in>
5. Her Style Code. [Electronic resource]. URL: <https://www.herstylecode.com>.

≡ TRANSLATION AND INTERPRETATION: CHALLENGES ACROSS VARIOUS DISCOURSES

ALEXANDRA G. ANISIMOVA, INNA N. FOMINA. *TEACHING
CONSECUTIVE AND SIMULTANEOUS INTERPRETING: PRACTICAL
APPROACH*

Lomonosov Moscow State University, Russia

Abstract: The paper deals with training consecutive and simultaneous interpreting. The authors analyse a number of abilities and skills the learners are to build to obtain the qualification of consecutive and simultaneous interpreter and offer a system of exercises to guide them on this journey. The study is based on a textbook on political, economic and legal translation used at the Department of Translation Theory and Practice at Lomonosov Moscow State University as a key training input.

Key words: interpreter training, simultaneous interpreting, consecutive interpreting

The report deals with training interpreters and developing their professional skills. A system of exercises is suggested to help students improve the abilities identified as essential. The report also tackles challenges arising at the early stages of student training: difficulty in keeping focus on the meaning and the structure of the utterance, inability to control short-term memory, the need to listen and speak at the same time, lack of control over intonation and structure of speech. In terms of language, particular attention is paid to the crucial role of collocations and fixed expressions in teaching simultaneous interpreting, as well as processing information that requires precision. The study is based on a textbook on political, economic and legal translation which has been successfully used for several years at the Department of Theory and Practice of Translation at Lomonosov Moscow State University.

Memory and focus activation exercises are performed at the beginning of each lesson at a fast pace, enabling learners to warm up and concentrate on the task. The complexity of the units to be memorised gradually increases, covering different types of vocabulary, word combinations and short sentences.

Variations of the shadowing technique (shadowing with a slight lag, reading the given translation along with the recording, finding errors and discrepancies in the given translation, retelling the text in the source language) are used to overcome the difficulty some students face while listening and speaking at the same time. Another set of activities is aimed at improving learners' pronunciation skills and, particularly, intonation to help them control their delivery and make their interpreting sound natural and clear.

One of the primary objectives in interpreter training is to ensure that learners understand not only the meaning of the utterance on the level of a clause or a sentence, but also the general context of the speech, which helps them to anticipate the development of the speaker's presentation, avoid logical fallacies and feel more confident while dealing with precise information. With that view, such activities are introduced as semantic analysis of sentences,

retelling, paraphrasing, summarising, making up sentences, preparing presentations etc. The texts of the course book provide information about the history of international organizations, fundamental documents, economic and legal issues etc. Anticipation skills are also developed using gap-filling exercises and focusing on typical clichés and collocations.

The authors believe that these activities will help students cope with interpreting tasks and develop their interpreting skills.

**HASNAA CHAKIR. *A COGNITIVE APPROACH TO METAPHOR
TRANSLATION IN CHILDREN'S LITERARY DISCOURSE: THE CASE OF
ROMEO AND JULIET***

Sultan Moulay Slimane University, Beni Mellal, Morocco

Abstract: This study attempts to explore how metaphors are presented to the Arabic reader, taking into consideration the way English and Arabic cultures and languages conceptualize experiences and notions. The paper argues that the use of metaphors presents a challenge for Arab translators because the transfer from one language and culture to another one is hampered by linguistic and cultural differences; the difficulty of translating metaphor is also due to the differences that exist between children's and adults' understanding of metaphors. In this article, I describe an exploratory study that investigates the ways in which Moroccan elementary school children perceive metaphors. The results indicate that Moroccan elementary school children tend to misinterpret metaphors because they use different cultural references when attempting to interpret them. The findings also reveal that comprehension of metaphors involves the transfer of knowledge from one conceptual domain to another, which depends largely on the cognitive development of the child.

Key words: language, culture, conceptual metaphor, Arabic, English, translation, strategies

This paper examines metaphor translation in *Romeo and Juliet* from a cognitive perspective (Lakoff, 1993; Mandelblit, 1995; Al Hasnawi, 2007). Specifically, it addresses the pertinence of the strategies used by Arab translators in translating metaphor in children's literary discourse. Different versions of *Romeo and Juliet* were analysed, and a field study was conducted among elementary school children aged 8–12 to check their comprehension of figurative language. Results have revealed that translators used various strategies, namely literal rendering, deletion, and addition. These strategies were not always pertinent. In some cases, they were source of confusion for young readers. The metaphor with the religious mapping in scene V of *Romeo and Juliet* is a telling example¹. The readers were unable to understand the image, firstly because at their age, they have not yet developed the necessary skills to decode metaphors (Douglas & Peel, 1979); and secondly, the metaphor's mapping, itself, is culturally bound. In the same vein, adding metaphors in the

¹ Good pilgrim, you do wrong your hand too much, Which mannerly devotion shows in this; For saints have hands that pilgrims' hands do touch, And palm to palm is holy palmers' kiss (Shakespeare, 1998: 16–17)

target text was not a good option either. The metaphor comparing Juliet to a “huryia”¹ is an unnecessary addition. Not only did it confuse the young readers, but it did not add any significant information to the target text.

Deletion may be regarded as a safe strategy when translation is hard for cultural or linguistic considerations. However, omitting some aspects or details carefully placed by the author in the source text often entails significant losses in the target text. The translator has probably been partly forced to adopt that strategy because he realized that the source language culture and the target language one do not conceptualize those metaphors in a similar way. This raises the issue of selecting material for translation. If texts, such as *Romeo and Juliet*, contain linguistically or culturally problematic items for the target audience, as is the case of some metaphors, why would they be translated at all? One could argue that these types of books can be used as a means to share a wide range of intercultural aspects as well as to enrich learners’ imagination and linguistic skills. This brings to the fore the issue of language, culture and audience in translation. Further research is needed to explore children’s literary discourse from a purely cognitive perspective. Focus should be on the cogno-cultural skills of 21st century young Arabic-speaking children, taking into account their age, and their literary and reading expectations.

References

1. Al-Hasnawi, A. R. (2007). A cognitive approach to translating metaphors. *Translation Journal*, 11 (3). Retrieved November 15, 2019, from <http://translationjournal.net/journal/41metaphor.htm>.
2. Delahanty, J., & Peel, B. (1979). The development of metaphor and proverb translation in children grades 1 through 7. *The Journal of Educational Research*, Volume 73.
3. Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.
4. Mandelblit, N. 1995. The Cognitive View of Metaphor and its Implications for Translation Theory. *Translation and Meaning*, Part 3 (483–495). Maastricht: Universitaire Press.
5. Pickthall, M. (1981). *The Meaning of the glorious Qura’n*. Cairo: Dar Al-Kitab Al-Masri.
6. Shakespeare, W. (1998). *Romeo and Juliet*. London: Collins Edition.
7. Shakespeare, W. (1998). *Romeo wajuliet (Romeo and Juliet)*. Cairo: Dar Gharib Li TibaaWaAnnashr.
8. Shakespeare, W. (2009). *Romeo wajuliet (Romeo and Juliet)*. Tunis: Dar al-Yamama.

¹ In Islam the word ‘huryia’ refers to marvelous creatures that pious men marry in paradise as cited in the Qurān Picktahll, 1981: 658, 696, 711, 713, while in modern children’s literature, it refers to a mermaid.

Конькова Инна Игоревна. ОБУЧЕНИЕ НАУЧНО-ТЕХНИЧЕСКОМУ ПЕРЕВОДУ (НА ПРИМЕРЕ СФЕР ОПТОВОЛОКОННОЙ ТЕХНИКИ И НАНОТЕХНОЛОГИЙ)

МГУ им. Н.П. Огарева, Саранск, Республика Мордовия, Россия

Аннотация: Цель научно-технического перевода заключается в передаче информации научно-технического характера с одного языка на другой. Сложность такого перевода состоит в том, что он объединяет в себе научный стиль изложения и информацию технического характера, для интерпретации которой необходима помощь специалиста в изучаемой сфере. Именно поэтому при обучении такому переводу требуется использование знаний из разных научных областей.

Ключевые слова: научно-технический перевод, эпонимы, терминологические структуры

В качестве материала исследования взяты англоязычные научно-технические статьи (Optical Fiber Technology, Nano Research, Small) и монографии по теме оптоволоконная техника и нанотехнологии (Kelly&Sargent, 2012; Mitschke, 2009).

Особое внимание при обучении переводу стоит обратить на терминологические структуры и эпонимические единицы, так как именно они могут представлять наибольшую трудность при передаче на русский язык.

Терминологические структуры в научно-техническом тексте представлены однословными терминами: ghost (лишнее изображение, дефект) и терминологическими словосочетаниями. Последние классифицируются на:

1. двусловные: fiber loss (потери в оптоволокне), metallic nanoparticles (металлические наночастицы);
2. трёхсловные: dispersion-shifted fiber (волокно со смещённой дисперсией), aqueous semiconductor nanocrystals (водные полупроводниковые нанокристаллы);
3. многословные: microstructured polymer optical fiber (микроструктурированное оптическое волокно).

Терминологические словосочетания (особенно многословные) выступают средством сжатия информации и позволяют избегать длинных описательных конструкций, то есть выполняют функцию компрессии информации. В связи с увеличением объема научного знания и усложнения научных понятий от одного исходного термина может быть образован целый ряд терминологических словосочетаний, которые представляют наибольшую трудность при переводе, так они являются неологизмами, которые не зафиксированы в словарях. Так, для перевода таких терминов можно использовать такие методы, как калькирование (anodizing— анодирование (процесс создания оксидной плёнки на поверхности некоторых металлов и сплавов путём их анодной

поляризации в проводящей среде)) или описание (bow-tie fibre (причина названия волокна заключается в том, что при его сечении заметен рисунок, напоминающий по форме галстук-бабочку)).

Говоря об эпонимических единицах, стоит отметить, что под эпонимом понимается структурное образование, состоящее из имени собственного и термина (антропоним + имя нарицательное). Эпонимы в научно-техническом тексте могут быть классифицированы следующим образом:

1. простые эпонимы (N) – это имена собственные, которые перешли в категорию имен нарицательных: X-ray (рентгеновы лучи);
2. составные атрибутивные конструкции (Anthr. + N): the Fouriers transform (преобразование Фурье);
3. структура, состоящая из антропонима в притяжательном падеже и существительного в общем падеже (Anthr.'s + N): Sellmeier's equation (формула Коши);
4. эпонимы, образованные суффиксальным способом (Anthr.suf. + N): Gaussian pulses (колоколообразные импульсы);
5. эпонимы-единицы измерения: dB (Децибел);
6. эпонимы-аббревиатуры: nonlinear Schrödinger (NLS) equation (нелинейное уравнение Шрёдингера).

Таким образом, терминологические словосочетания (особенно многословные) и эпонимические структуры могут представлять трудность в научно-техническом переводе, так как существует относительные неологизмы без устоявшихся эквивалентов, на которые необходимо обращать особое внимание.

References

1. Kelley, S., Sargent, T. (2012) Introduction to Nanotechnology: The New Science of Small. The USA: The Great Courses.
2. Mitschke, F. (2009) Fiber Optics. Physics and Technology. Berlin: Springer.
3. *Nano Research*, 2016. Beijing.
4. *Optical Fiber Technology*, 2016. Belgium.
5. *Small*, 2016. Vol. 12. Weinheim.

EVGENII A. MARCHENKOV. REALIA RENDERING AS A CONFRONTATION OF INTERNATIONAL DISCOURSES (BASED ON NOVEL “METRO 2033” AND ITS ENGLISH TRANSLATION)

Lomonosov Moscow State University, Russia

Abstract: Translation of culture realia is the essential part of literary translation. Realia form cultural background, that stimulates reader's imagination and envelops him in literary world. Adequate translation of such realia requires sufficient knowledge of source language culture. The novel “Metro 2033” by Dmitri Glukhovsky is such an example, composed of different Russian realia, creating a world, alien to western auditory. Novel's translator turned to several methods of translations to try and transfer Russian discourse to the target one.

Key words: literary translation, realia, translation methods

Literary translation is one of the most difficult types of translation as it requires special writing skills of translator and knowledge of culture-specific elements, or realia. The concept of realia includes “different factors studied by external linguistics, such as state structure of a corresponding country, history and culture of corresponding nation, language contacts of native speakers etc., from the point of view based on their representation in the given language” (Akhmanova, 1969). These elements are important in creating a “specific national, regional or local charm” (Garbovsky, 2007) of the author’s world, which is visited by the reader. Competent and adequate translation of realia is necessary to achieve readers’ transition into the literary world.

Russian novel “Metro 2033” by Dmitri Glukhovsky received significant attention from both Russian and Western audience. Post-apocalyptic world of destroyed Moscow became a compilation of different nations and cultures., with its own language specialitsi. Translator’s response to following difficulties includes following rendering methods: transliteration, neologism (or calques), methods of approximate, depictive and equivalent translation.

Method of depictive translation describes the concept in the most familiar way for the target culture. This helped in rendering such concepts as precedent names (e.g. Александр Матросов – heroics, those that faced bullets with their chests), folklore names and personalities (e.g. богатырь – hero of the fairy tale).

Transliteration is the most common method, used in rendering names of characters, location, stations, etc.: Артем – Artyom, Женя – Zhenya, Сухаревская – Sukharevskaya, Проспект Мира – Prospect Mir.

Neologisms or calques are another rendering methods, used for notable concepts of Russian culture, such as balalaika, bolshevik, Komsomol men.

These are but a few examples of rendering Russian relia into English. All of used methods help the reader to achieve the necessary perception of the novel and its world. However, there are still some limitations of translating Russian realia, which could have been improved with additional commentary.

References

1. Glukhovsky D.A. Metro 2033 – M.: Ast: Astrel; Vladimir: VKT, 2010
2. Glukhovsky D. Metro 2033. English translation by N. Randall. London, 2009.
3. Akhmanova O.S. Dictionary of linguistic terms. M., 1969.
4. Garbovsky N.K. Theory of translation [Text]: textbook / N.K. Garbovsky. M. Moscow university, 2007

ASCHEN S. MIKOYAN. *THE RHYTHM AND ‘SOUND EFFECTS’ IN THE HOBBIT BY J.R.R. TOLKIEN AND THEIR RENDERING IN RUSSIAN TRANSLATIONS*

Lomonosov Moscow State University

Abstract: The paper is devoted to the study of the narrative style of J.R.R. Tolkien, particularly of those features that contribute to the distinctive rhythm and sounding of his prose and that find their vivid manifestation in his first book of fiction, namely,

The Hobbit. These features are considered in the paper in juxtaposition with their representations in a number of Russian translations of *The Hobbit*.

Key words: alliteration, inversion, language, meaning, onomatopoeia, paronym, paronymic attraction, paronomasia, rhythm, sounding, Tolkien, translation, word

The paper will discuss the rhythmical and other sound-related phenomena characterizing the style of *The Hobbit* by J.R.R. Tolkien as translation challenges – in juxtaposition with five different Russian translations of the novel. Widely acclaimed from the publication of its first edition in 1937 to this day as, and, in the words of the poet W.H. Auden, "one of the best children's stories of this century," *The Hobbit*, apart from the unquestionable appeal of the story and of its characters, primarily the title character himself, cannot help enchanting the discerning reader, young and mature alike, with its language – outwardly quite simple and unpretentious, yet full of intricacies and subtleties of style that contribute to a smooth and beautiful sounding of the text, with its humour and its fairytale-like narration. As any book for children and some books for adults (notably those by Charles Dickens, for example). *The Hobbit* was meant for reading aloud. (Incidentally, *The Lord of the Rings* was initially also read aloud by Tolkien himself – at the gatherings of the *Inklings*, a literary group that existed at Oxford University from the early 1930s to 1949.) It is proved by the author's ample use of such devices as are better recognized and appreciated through the readers' ears than through their eyes, namely, onomatopoeia, alliteration and assonance, paronymic attraction, anaphora, lexical repetitions, synonymic condensation, emphatic inversion, and syntactic parallelism, all of them together contributing to a distinctive rhythm and sounding of Tolkien's prose, which, in their turn, enhance the expressivity of both the author's narration and of the characters' speech portrayals. The aim of this paper is to see how these features of the text were rendered in five of the many Russian translations of *The Hobbit*, namely, in those by N. Rakhmanova, by M. Kamenkovich and S. Stepanova, by K. Korolev, by V. Bakanov and E. Dobrokhotova-Maikova, and by Natalia Prokhorova.

MARGARITA M. PHILIPPOVA. CHARACTERS' GENDER IDENTITIES IN OSCAR WILDE'S "THE NIGHTINGALE AND THE ROSE"

Lomonosov Moscow State University

Abstract: The article is about gender identity of the characters of this fairy-tale. It cannot be preserved in the Russian translation because of the grammatical systems in question. English has shed most of its gender system, thus it's easy to assign the character any gender according to the purport of the story. The original fairy-tale contains only four female personages: the Moon, the Professor's daughter, the Nightingale and Echo. Everybody else is masculine or neuter. This gender picture gets distorted in translation because the majority of the corresponding Russian nouns are feminine.

Key words: gender identity, Sapir-Whorf hypothesis, political correctness, translation

This article is about Oscar Wilde's famous fairy-tale. It can be read as a parable relating the process of creating a work of art, with the Nightingale as a true artist, creating a beautiful rose (a symbol of love) out of her own heart blood and sacrificing her life in the process. Parallels can be drawn between the plot of this fairy-tale and Oscar Wilde's own fate.

The issue of gender identities leads us to such things as the Sapir-Whorf hypothesis, the problem of political correctness, people's difficulties with cross-cultural understanding, and the question of authorial willfulness.

Different grammatical systems of English and Russian have to be taken into account. The English gender is rudimentary and represents remnants of a once rich system. A noun denoting an animal can depict either a masculine or a feminine being, so the writer when personifying characters is free to assign to them any gender. Thus, the English gender system gives the author greater freedom in choosing the sex of his characters. It might be argued that the political correctness movement has appeared, in particular, because there aren't such a great number of gender-marked nouns in English.

There is no such flexibility in Russian, so the characters' gender identities cannot be preserved in the translation. The original fairy-tale contains only four female personages: the Moon, the Professor's daughter, the Nightingale and Echo. The Moon is feminine in many languages. The nightingale's sex may be a reference to the myth of Philomela. Echo is feminine probably following Greek mythology.

Among the males, there are the little Green Lizard, the Butterfly, the Daisy and the Oak-Tree in which the Nightingale has built her nest. We see personified Love, Philosophy and Power, all masculine. There's the Sun, also masculine. There are the Student, the Prince and the Chamberlain's nephew.

Thus, the four above-mentioned characters are feminine, and everybody and everything else is masculine. Or neuter, like the Rose-trees. Wilde even makes Philosophy masculine, though it is traditionally depicted as a feminine human being. This gender picture gets distorted in translation: in the English original we have the predominance of male characters, while in the Russian translation the overwhelming majority of the characters are feminine. Thus, the meta-content in terms of gender is not what the author meant to present, and this meta-content is lost to the reader. So this example may be a good illustration of the Sapir-Whorf hypothesis. We do see the world through the prism of the language we speak.

VELTA YA. ZADORNOVA. *POETIC IMAGE IN TRANSLATION:* *FUNCTIONAL APPROACH*

Lomonosov Moscow State University

Abstract: Poetic image is viewed in this paper as a conceptual link between the linguostylistic level of a poetic (literary) work and its global purport. Translation of images poses a great challenge to translators of literary art, who in this case should strive not for formal but for functional equivalence (adequacy), which is achieved not

at the level of the meanings of words but at higher levels of poetic appreciation, such as associations, mood, tone, global artistic purport. The paper looks at examples (both positive and negative) of functional translation of images.

Key words: poetic image, translation, functional approach, functional equivalence, adequacy

The concept of **image** is used in different areas including psychology, art criticism, literary studies and poetics. The term is applicable to language and speech, to newspaper and advertising texts and, of course, to imaginative writing. There can be no doubt that images play an essential role in poetry.

It has been repeatedly pointed out by the scholars of the English Department of the Philological Faculty of MSU that the aesthetic aspect of verbal art (including poetry) is revealed in the process of **linguopoetic** analysis. Image can be regarded as one of the central notions of linguopoetics since it provides a necessary conceptual link between the level of linguistic expression and the global purport of a work of literature. It can be defined as comprehending one object, phenomenon or situation in terms of another (that is, indirectly or associatively) in accordance with the author's artistic design.

It becomes clear that being such complicated phenomena images should be translated not as such but as part of the global artistic structure of a literary work. Since images are involved in the linguopoetic organization of the text a translator should determine the aesthetic function a particular image has in the general structure of a literary work and proceed from it.

This brings us to the **theory of functional correspondence** formulated at the beginning of the 20th century by the members of the Prague Linguistic Circle. They expressed an idea that similar expressive means in different languages can affect the readers of the original and the translation in different ways. The translator, therefore, should strive not for the formal, but for the functional identity of the elements in the source- and target-texts. All imaginable digressions in this case are relevant not by themselves, but from the point of view of the function they fulfil in the system of the whole.

It is well known that images can be created by different linguistic means: **lexical, phonetic, rhythmical-syntactic**. In E.A.Poe's "The Raven" the onomatopoeia of the word *rustle* supported by other **phonetic** devices creates an acoustic image the purpose of which is to build up suspense. The comparative analysis of the two translations: by V.Bryusov, who formally is quite close to the source-text, and by M.Zenkevitch, who proceeds from the functional identity of the elements, – shows that the functional approach ensures the adequate rendering of the image.

The "pictorial" function of **rhythm** is illustrated by Robert Southey's poem "The Cataract of Lodore". The task of the Russian translator (Mark Polykovsky) was to preserve this function in the poem even at the cost of formal equivalence between the meanings of the words. The functional approach to poetic translation at the **lexical level** is demonstrated turning to A.K.Tolstoy's version of G.G.Byron's "The Destruction of Sennacherib".

It becomes clear that as far as images are concerned, the translators should strive not for formal, but for functional equivalence (adequacy), which is achieved not at the level of words, but at higher levels of poetic appreciation.

**ЗАЛЕСОВА НАТАЛЬЯ МИХАЙЛОВНА. СПОСОБЫ ПЕРЕДАЧИ
РАЗГОВОРНОГО СТИЛЯ С АНГЛИЙСКОГО ЯЗЫКА НА РУССКИЙ В
МУЛЬТИПЛИКАЦИОННОМ ЖАНРЕ**

Амурский государственный университет

Аннотация: В настоящее время можно наблюдать большую популярность зарубежных мультипликационных фильмов в российском прокате, что, в свою очередь, формирует потребность в их адекватном переводе. Изобилие разговорной лексики в речи героев заставляет переводчиков принимать разные, не всегда стандартные, решения в отношении способа их передачи на русский язык. В качестве материала исследования использован скрипт оригинала мультфильма *Surf's Up* и его студийный перевод на русский язык. Анализ контекстов позволил сделать вывод о том, что разговорный стиль преимущественно передается на русский язык при помощи различных приемов прямого и трансформационного перевода.

Ключевые слова: перевод мультфильмов, разговорный стиль, прямой перевод, трансформационный перевод

В настоящее время, основываясь на данные статистики, примерно 70 % мультфильмов, которые юные российские зрители регулярно смотрят, являются иностранными [1]. В связи с этим в современной переводческой практике перевод зарубежных мультфильмов оказывается весьма востребованным.

Среди основных проблем перевода мультипликационного фильма, авторы Скороходько С.А. и Коган М.А. отмечают необходимость учета рецептора перевода, его возрастных, ментальных и психологических особенностей; трудности перевода единиц с культурным фоном; проблемы воссоздания комического эффекта; специфику перевода песен и рифмованных фрагментов; необходимость соотносить две основные составляющие аудиовизуального произведения: визуальную и звуковую [2].

В данной работе мы предполагаем, что есть еще одна проблема, осложняющая процесс перевода мультфильмов, – передача разговорного стиля. В зарубежных мультфильмах и мультсериалах ярко фигурирует разговорная, а порой даже просторечная, жаргонная, сниженная и арготическая лексика (*bro, dude, lazy butt, pecker face*), что, в первую очередь, обусловлено целью как можно сильнее завладеть вниманием ребенка и как можно дольше удержать его у экрана телевизора.

Как свидетельствуют результаты анализа 143 контекстов с разговорными фразами, отобранными из скрипта мультфильма *Surf's Up* (Лови волну!) и его студийного перевода, переводчики используют две основные стратегии: прямой и трансформационный перевод. При этом довольно часто используется прием вертикальной компенсации, при

котором смысл, а также стилистические особенности, представленные в тексте оригинала единицами одного уровня и утрачиваемые при переводе, воссоздаются в тексте перевода единицами другого уровня: то есть лексика передается синтаксисом, фонетика – лексикой, синтаксис – лексикой и так далее [3].

Рассмотрим ряд примеров: “I gotta get going” – “Ну, *бывайте*”. В данном случае разговорный характер фразы (*gotta*) реализован на уровне фонетики, в переводе он передается за счет введения стилистически сниженного слова *бывайте*. То же самое происходит при передаче особенностей разговорного стиля на синтаксическом уровне: “You know what you're sitting on there?” – “А ты, *гляди*, ты хоть знаешь, на чём сидишь?” Отсутствие вопросительного порядка в тексте оригинала компенсируется в переводе введением глагола *гляди*, который обладает разговорной окраской.

Были отмечены и другие переводческие приемы: транскрипция, опущение, добавление, эвфемистический и дисфемистический перевод, подбор функционального аналога и эквивалентный перевод. Все они в той или иной степени открывают переводчикам возможности по решению сложной задачи передачи разговорного стиля в мультипликационном жанре.

Список литературы

1. Коржовник, Ю. А. (2020). Речевые особенности детского анимационного кинотекста // Художественное произведение в современной культуре: творчество – исполнительство – гуманитарное знание (С. 279). Челябинск, 2020.
2. Скороходько С.А., Коган М.А. (2015) Мультипликационный фильм как переводческая проблема // Мировая литература на перекрестье культур и цивилизаций (2015). №2 (10).
3. Яковлева М.А. (2008) К вопросу о классификации различных видов компенсации // Вопросы филологических наук (С.48). Москва, 2008.

ТАРАСОВА ТАТЬЯНА ИЛЬИНИЧНА. ЮРИДИЧЕСКИЙ ПЕРЕВОД-ТОЛКОВАНИЕ: КОМПЛЕКСНЫЙ ПОДХОД

МГУ имени М.В.Ломоносова

Аннотация: В данной статье рассматривается лингводидактический подход к юридическому переводу-толкованию в курсе иностранного языка для студентов-юристов бакалавриата и магистратуры. Совокупность современных информационных технологий и теорий перевода, исследований в когнитивной лингвистике, герменевтике, психолингвистике, культурологии, сравнительном правоведении и т.п. способствуют более интенсивной и эффективной организации практических занятий по юридическому переводу. Перевод-толкование как последовательные акты речевой деятельности на языках двух правовых систем, процесс абстрактного мышления, требующий внимательнейшего отношения к определению правовых понятий, в которых кроется смысл. Перевод как командный или индивидуальный сравнительно-правовые исследовательские проекты.

Ключевые слова: юридический перевод-толкование для учебных целей, функциональный подход, коммуникативный подход, когнитивный подход, интралингвистическое толкование, интерлингвистическое толкование, юридические понятия, акты речевой деятельности, абстрактное мышление, сравнительно-правовое исследование, ретроспективный дискурс

Формирование у студентов-юристов навыков понимания текста-источника на основе декодирования-толкования на языке английского права (система общего права) и передач юридически значимого смысла на языке российского права (система континентальной правовой) стало возможно при сочетании классических теорий перевода с современными средствами информационных технологий. Эффективность процесса изучения/обучения обеспечиваются коммуникативным и когнитивным методами юридической лингводидактики.

Изучение ключевых понятий системы-источника или отдельной отрасли права – акт рецептивной речевой деятельности, перевод-толкование на языке правовой системы перевода – акт продуктивной речевой деятельности. По теории Романа Якобсона, интралингвистическое толкование интерлингвистическое толкование. (Якобсон, 1978)

Лингво-мыслительный процесс – развития когнитивных навыков и компетенций; а также абстрактное мышление на двух языках от понятия к суждению и умозаключению. Практический результат – сравнительно-правовое исследование, которое включает изучение историко-правового материала, содержание определений ключевых юридических понятий, событий и концепций правовой культуры, исторически значимую информацию о государственных и судебных органах, выдающихся судьях, правоведах, основных прецедентах, современных законах, рассматриваемых судебных спорах, правовых реформах и т.п. Обучение на примерах аутентичных юридических текстов, относящихся к разным стилям юридического дискурса наряду с приобретением знаний о праве в процессе изучения языка. Вырабатываются навыки и способность обобщать, выявлять и объяснять сходство и различие между сопоставляемыми понятиями, институтами, правоотношениями, способами защиты, действующими в рассматриваемых правовых системах. Приветствуются творческий подход и отказ от дословного машинного перевода и транслитерации.

Отсутствие собственных представлений и опыта может заменить изучение дел, находящихся на рассмотрении в английских, американских и международных судах, информация о которых есть на сайтах судов, средств массовой информации и специализированных справочных юридических источников. (Выготский, 1999) Современные средства информационных технологий позволяют глубже проникнуть в природу понятий при их диахроническом изучении или в ретроспективном дискурсе.

Юридический перевод-толкование становится индивидуальным или групповым исследовательским проектом. Изучение истории

происхождения ключевых понятий, их эволюция в большей мере раскрывают их содержание и внутрисистемные взаимосвязи, современную классификацию и потенциальные изменения. Результатом такого исследования становятся практические выводы, связанные с предложением законодательных изменений или теоретические выводы, предвещающие развитие доктринальных исследований.

Эмпирический междисциплинарный подход предлагает решения актуальных проблем перевода-толкования, которые оставались нерешенными несколько веков.

Конечная цель данной работы – представить функциональный комплексный подход к юридическому переводу-толкованию для академических целей, который основан на исследованиях и достижениях в таких областях, как прикладная, коммуникативная, когнитивная, сравнительная лингвистика, психолингвистика, юридическая лингводидактика, правовая культурология, герменевтика, сравнительное правоведение, и др.

Список литературы

1. Р. Якобсон О лингвистических аспектах перевода Вопросы теории перевода в зарубежной лингвистике. – М., 1978. – С. 16-24)
2. Выготский Л.С. Мышление и речь. Изд. 5, испр. — Издательство "Лабиринт", М., 1999.

Научное издание

LANGUAGE COMMUNICATION SOCIETY: CURRENT CHALLENGES AND BEYOND

Сборник тезисов конференции
по изучению и преподаванию английского языка в вузе,
посвященной 30-летию Лингвистической ассоциации преподавателей
английского языка при МГУ имени М. В. Ломоносова (LATEUM),
22–24 сентября 2021 года

Издано в авторской редакции.

Издательство «Знание-М» (654029, г. Новокузнецк, Вокзальная 3-47),
e-mail: id_piar@mail.ru

Объем данных — 1,68 Мб

Подписано к использованию: 02.04.2025

Тираж 10 экз. Усл. печ. л. – 16,39. Заказ № 5927.

Издано в научных и учебных целях.