

The 13-th International Conference of the Far Eastern Language Teachers' Association
LANGUAGE STUDIES AND LANGUAGE TEACHING: DREAMS, HOPES, ASPIRATION, ACHIEVEMENT,
May 27-29, 2021, Blagoveshchensk, Russia



The 13th
Far Eastern English Language
Teachers' Association

Language Studies
& Language
Teaching: Dreams,
Hopes, Aspiration,
Achievement



13TH



INTERNATIONAL
CONFERENCE

May 27–29, 2021

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The Ministry of Science and Higher Education of the Russian Federation
Federal State Budgetary Educational Institution of Higher Education

AMUR STATE UNIVERSITY

FAR EASTERN
ENGLISH LANGUAGE TEACHERS' ASSOCIATION

CONFERENCE BOOK

The 13-th International Conference of
the Far Eastern Language Teachers' Association

**LANGUAGE STUDIES
AND LANGUAGE TEACHING: DREAMS, HOPES,
ASPIRATION, ACHIEVEMENT**

May 27-29, 2021
Blagoveshchensk, Russia

Blagoveshchensk

2021



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GENERAL INFORMATION



The Far Eastern English Language Teachers' Association (FEELTA) was founded in 1995. It is targeted at promoting and strengthening teaching and learning of the English Language in the Russian Far East and the Pacific Rim countries, encouraging the professional and scientific advancement of EFL teachers, developing professional collaboration of colleagues all over the world, as well as supporting research in the field of linguistics, methodology, cross-cultural communication, and many other areas.

Nowadays, FEELTA is an organization of over 500 members. There are currently 7 FEELTA posts in the Russian Far East – in Blagoveshchensk, Birobijan, Khabarovsk, Komsomolsk-on-Amur, Petropavlovsk-Kamchatsky, Ussuriysk, and Vladivostok. FEELTA Headquarters is located in the Department of Linguistics and Intercultural Communication at Far Eastern Federal University, Vladivostok.

FEELTA's major event is the international conference that is held every other year, attracting participants not only from the Far East but also from other regions of Russia as well as from many foreign countries. Russian and foreign teachers meet at FEELTA's conferences to discuss various research issues, share their experience, and feel inspired by new ideas and challenges.

The 2004 FEELTA International Conference hosted by Vladivostok was the biggest one so far. It was held in cooperation with the FEELTA partners of the Pan-Asian Consortium of language teaching associations, representing an international line-up of featured speakers and participants from 17 different countries.

Among other FEELTA activities the following ones are of special significance: the annual English Language Talent Show for secondary school students, the Winter Methodology School offering workshops and seminars on the latest EFL methodology trends run by leading local, national, and international scholars and practitioners, presentations and reviews of the contemporary teaching resources and textbooks.

FEELTA is constantly expanding links with foreign colleagues due to partnership relations with international professional organizations. FEELTA has partnership agreements with all Pan-Asian Consortium member associations: the Korea TESOL (KOTESOL), the Japan Association for Language Teaching (JALT), the Thailand TESOL (ThaiTESOL), the English Teachers' Association – Republic of China (ETA-ROC), and the Philippine Association for Language Teaching (PALT).

These agreements make it possible:

- to exchange newsletters and journals with reports on conferences, seminars, and other FEELTA events as well as articles on ELT and teaching tips;

- to invite official representatives to annual conferences with a programme of presentations, talks, workshops, and social events;

to promote such joint events and activities as exchanging speakers, advertising job announcements, attending business meetings and special debates, planning Pacific Rim countries international conferences;

to publish membership announcements in newsletters.

Since 1999, FEELTA has been an Associate Fellow of the International Association of Teachers of English as a Foreign Language (IATEFL).

FEELTA Central Office

Bldg. D, Ajax St., Russky Island, Vladivostok, Russia

Rooms D416, D418

Galina Lovtsevich, FEELTA President

E-mail: feeltacon@gmail.com

WELCOME MESSAGES

Message from AmSU Rector



Dear distinguished guests and colleagues,

On behalf of the Amur State University, I would like to extend a warm and hearty welcome to all the participants – educators and scholars – at the 13th FEELTA International Conference “Language Studies and Language Teaching: Dreams, Hopes, Aspiration, Achievement”.

This is the second time the Amur State University is hosting FEELTA Conference, and it has become a good tradition now.

AmSU is one of the youngest, yet the fastest developing and perspective educational and research centers in the Russian Far East. Foreign language skills are among the most important soft skills for career success opportunities. We offer language training with the focus on English, Chinese and German for general and specific purposes, and carry research in the fields of linguistics and language teaching methodology.

We are closely cooperating with FEELTA association to support language teachers in the Amur Region and the quality of language programs at AmSU on the highest level.

Therefore, the Amur State University is very proud to host this conference and greet Russian and foreign specialists, who teach English worldwide.

Distant format enabled to unite researchers and teachers from various educational institutions, regions and countries.

I do hope that everyone will have a rewarding time here sharing practical experience and taking part in professional talks in the atmosphere of cooperation and understanding.

Andrey Plutenko
Professor,
Doctor of Technical Sciences,
Rector of the Amur State University

Message from AmSU Vice Rector



Dear participants and colleagues,

I am delighted to welcome foreign language teachers, researchers and all involved in the field of education at the 13th Far Eastern English Language Teachers' Association International Conference «Language Studies and Language Teaching: Dreams, hopes, aspiration, achievement».

This Conference is a huge meeting place for exchanging knowledge, opinions, experience concerning current issues of education, language policy, teaching methods and IT in foreign language teaching.

I am confident that a foreign language today is an integral part of a person's education and a crucial aspect of people's lives in general. Knowing at least one foreign language opens many doors for career opportunities. Not only it increases employees' competitiveness, but it is one of the "musts" for professional competence in any field. Speaking more than one language expands our horizons and enhances the level of our education, it also provides better understanding of our native tongues.

I wish you all success in discussing language methodology issues and fruitful professional communication.

I am confident you will find the conference sessions enriching both for theory and practice.

Andrei V. Leifa
Professor,
Doctor of Pedagogical Sciences,
Vice President for Education and Research
Amur State University

Message from FEELTA President



Friends, colleagues, fellow FEELTA members,

How fitting it is that our conference subtitle mentions hopes, dreams, aspiration, and achievement. Between them, those words sum up the life of an English teacher in the Far East right now:

- we hope to be able to do our best for our students;
- we dream of better circumstances, an end to the pandemic and a full return to face-to-face learning and teaching;
- our aspirations are for our students' success, that they will rise above the adversities of the current moment and find success both as foreign language users and in their future careers;
- our achievements often go unremarked in the hurly-burly of our daily lives.

That is why it feels so good to come together like this for a few days with fellow teachers, people who share our hopes, dreams, and aspirations and will understand when we speak of our achievements. That is why there is a role for FEELTA, its conferences, seminars, workshops, and other activities. This is why we value these days of sharing.

If you are attending your second, third, fourth or more FEELTA conference, you are most welcome. If this is

your first time, you are doubly welcome. We hope you will enjoy yourself, learn, make friends and come to understand why we treasure these moments of coming together.

The conference itself began as a hope, a dream the Blagoveshchensk team dared to dream, that, in the midst of a global pandemic, they could host a conference of the regions language teachers. An aspiration that they could be at the center of our first fully online conference. That we have come together to attend the conference is their achievement. The first of many, we hope, in these few days.

So, friends, for we are all friends now. Enjoy. Share. Dream. Hope. Aspire. Achieve.

Galina Lovtzevich
Professor,
Head of the Department of Linguistics and Intercultural
Communication
Far Eastern Federal University
President of the Far Eastern English Language Teachers'
Association

2021 CONFERENCE ORGANIZING COMMITTEE

- Chair** **Plutenko Andrey**, Doctor of Technical Sciences, Professor, Rector of the Amur State University, Russia
- Co-Chair** **Leifa Andrey** Doctor of Sciences in Education, Professor, Vice Rector on Research and Education Amur State University, Russia
- Co-Chair** **Lovtzevich Galina**, Doctor of Philology, Professor Head of the Department of Linguistics and Intercultural Communication, Far Eastern Federal University, FEELTA President, Russia
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Li Yifan, PhD student, Amur State University, Russia
Lupacheova Tatiana, PhD in Linguistics, Associate Professor, Far Eastern Federal University, Russia
Morozova Olga, PhD in Philology, Associate Professor, Head of the Department of Foreign Languages, Amur State University, Russia
Musaeva Elena, Senior Instructor, Amur State University, Russia
Pirogova Marina, PhD in Philology, Associate Professor, Amur State University, Russia

Protzukovich Elena, PhD in Philology, Associate Professor, Amur State University, Russia

Rassokha Marina, PhD in Philology, Associate Professor, FEELTA Vice President, Far Eastern Federal University, Russia

Royba Natalia, PhD, Head of International Office, Amur State University, Russia

Ten Ghai, PhD in Philology, Shansi University, China

Tien David, PhD, Senior Lecturer, Department of Information Technologies, School of Mathematics and Computer Science< Charles Sturt University, Australia

Technical Committee

Technical support

Todoseichuk Aleksandr, Deputy Head of Information and Education Center, Amur State University, Russia

Web design and technical support

Chuprakov Maksim, web expert, Amur State University, Russia

Technical support

Androsov Evgeniy, Amur State University, Russia

Printing Design

Dolgov Viktor, Amur State University, Russia

Levkovskaya Ekaterina, Associate Professor, Department of Design, Amur State University, Russia

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Vladivostok, Russia),

the Ministry of Education of the Amur Region and

the Institute of Education Development of the Amur
Region

for supporting organizing affairs, speakers, and some
conference attendees.

CONFERENCE OVERVIEW

Day 1 (May 27, Thursday) Main Sessions			
Blagoveshchensk Time	Place	Event	Moderator
09:00 – 09:45	Zoom Rms 1-3	Registration Check	
9:45 – 10:00	Break		
10:00 – 10:20	Zoom Rm 1	<p>Conference Opening Ceremony</p> <p><i>Opening Address</i> Andrey Leifa (Conference co-chair)</p> <p><i>Welcoming Address</i> Galina Lovtsevich (FEELTA President)</p>	<p>Svetlana Androsova</p> <p>(Conference Organiser)</p>
10:20–11:00	Zoom Rm 1	<p>Plenary speech I</p> <p>Terminology matters: exploring some ideologically loaded key terms in ELT professional discourse</p> <p>Galina Lovtsevich (Far Eastern Federal University, Vladivostok, Russia)</p>	<p>Svetlana Androsova (Amur State University)</p>
11:00 – 11:40	Zoom Rm 1	<p>Plenary Speech II</p> <p>Weak word forms and liaisons: Implications for L2 studying and teaching</p> <p>Svetlana Androsova (Amur State University, Blagoveshchensk, Russia)</p>	<p>Veronika Karavaeva (Amur State University)</p>
11:40 – 12:20	Zoom Rm 1	<p>Plenary Speech III (In Russian)</p> <p>Иноязычное образование в России. Его "особенная статья".</p> <p>Svetlana Ter-Minasova (Lomonosov Moscow State University, Moscow, Russia)</p>	<p>Ekaterina Verchoturova (Amur State University)</p>
12:20 – 12:50	Zoom Rm 1	Break (Slideshow)	<p>Ekaterina Verchoturova (Amur State University)</p>

12:50 – 13:30	Zoom Rm 1	<p style="text-align: center;"><i>Plenary Speech IV</i></p> <p style="text-align: center;">Language as a reverberation of the cultural code of the territory</p> <p style="text-align: center;">Evgeniya Gromova (Workline Group, Moscow, Russia)</p>	Svetlana Androsova (Amur State University)
13:30 – 13:40		Break	
13:40 – 15:10	Zoom Rm 1	<p style="text-align: center;"><i>Workshop I</i></p> <p style="text-align: center;">Soft skills for developing sense of community in the ELT classroom</p> <p style="text-align: center;">Karina Bikova, Yuliya Rizhkova (Far Eastern Federal University, Vladivostok, Russia)</p>	Veronika Karavaeva (Amur State University)
15:10 – 16:10	Zoom Rm 1	<p style="text-align: center;"><i>Panel Discussion I (in Russian)</i></p> <p style="text-align: center;">Preparation for the exam in a foreign language</p> <p style="text-align: center;">Punctuation teaching in preparing students for final examination of the English language RNE</p> <p style="text-align: center;">Yuliya Ivanashko, Elena Protsukovich (Amur State University, Blagoveshchensk, Russia)</p> <p style="text-align: center;">Students typical mistakes in written tasks 39, 40 of RNE in foreign language</p> <p style="text-align: center;">Yuliya Ivanashko, Elena Protsukovich (Amur State University, Blagoveshchensk, Russia)</p> <p style="text-align: center;">Typical mistakes of the examinees at the Unified State Exam in the English language and ways to get rid of them</p> <p style="text-align: center;">Elena Brovkina (Blagoveshchensk State Pedagogical University, Blagoveshchensk, Russia)</p> <p style="text-align: center;">Typical mistakes when performing tasks of the oral part of the Unified State Exam in English</p> <p style="text-align: center;">Alena Zamyatina (Amur State University, Blagoveshchensk, Russia)</p>	Yulia Ivanashko (Amur State University)
16:10 – 16:50	Zoom Rm 1	<p style="text-align: center;"><i>Plenary Speech V</i></p> <p style="text-align: center;">Russian English: Myth or reality?</p> <p style="text-align: center;">Zoya Proshina (Lomonosov Moscow State</p>	Veronika Karavaeva (Amur State University)

		University, Moscow, Russia)	
16:50 – 17:20	Zoom Rm 1	<p><i>Plenary Speech VI</i></p> <p>From the heart of the phonetics teacher with love Elena Shamina (Saint-Petersburgh State University, Saint-Petersburgh, Russia)</p>	Svetlana Androsova (Amur State University)
17:20 – 18:20	Zoom Rm 1	<p><i>Panel Discussion II</i></p> <p>The temptation of my non-native English “standard”: To yield or not to yield</p> <p>Do we really need British accent? Svetlana Soboleva (Far Eastern Federal University, Vladivostok)</p> <p><i>Discussants:</i> Viktoriya Zavialova, Elena Shamina, Svetlana Androsova, Svetlana Sooleva, Galina Lovtsevich</p>	Veronika Karavaeva (Amur State University)
18:20 – 19:00	Zoom Rm 1	<p><i>Keynote Speech I</i></p> <p>University internationalization strategy design and accomplishment: The mission of foreign language teachers Natalia Roiba (Amur State University, Blagoveshchensk, Russia)</p>	Veronika Karavaeva (Amur State University)
18:20 – 19:00	Zoom Rm 2	<p>Meet PAC and Korea TESOL with James Rush (Luther University, Giheung-gu, South Korea)</p>	Svetlana Androsova (Amur State University)

Day 2 (May 28, Friday) Main Sessions			
Blagoveshchensk Time	Place	Event	Moderator
09:00 – 12:30	Zoom Rms 1-3	Concurrent On-line Sessions	
12:30 – 12:50	Zoom Rms 1-3	Break (Slideshow)	Ekaterina Verchoturova (Amur State University)
12:50 – 14:00	Zoom Rms 1-3	Concurrent On-line Sessions	
14:00 – 14:40	Zoom Rm 1	<p><i>Plenary Speech V</i> Lessons from brain science about how to teach effectively Amanda Gillis-Furutaka (Kyoto Sangyo University, Kyoto, Japan)</p>	Yulia Ivanashko (Amur State University)
14:40 – 14:50	Break		
14:50 – 15:50	Zoom Rm 1	<p><i>Workshop II*</i> Intonation and body language: intonation learning made easy Alena Portnova, Elena Shamina (Saint-Petersburgh State University, Saint-Petersburgh, Russia)</p>	Veronika Karavaeva (Amur State University)
15:50 – 16:00	Break		
16:00 – 17:30	Zoom Rm 1	<p><i>Workshop III*</i> Taking advantage of critical thinking Galina Sharonova (ONARA, Moscow, Russia)</p>	Veronika Karavaeva (Amur State University)
17:30 – 17:40	Break		
17:40 – 19:10	Zoom Rm 1	<p><i>Workshop IV</i> Teaching English and culture skills through authentic realia Petr Stepichev (NATE, MELTA, Moscow, Russia)</p>	Veronika Karavaeva (Amur State University)
<p>*Note: The materials for this workshop can be found in the participant kit. Please make sure to download them before the workshop starts.</p>			

DAY 2

**Day 2 (May 28) – Session 1: Phonetics
 Zoom Room 1**

Moderator: Elena Musaeva (Amur State University, Blagoveshchensk)

Blagoveshchensk Time	Presentation Title and Presenter
09:00 – 09:20	<p>Acoustic features of British intervocalic stops (Based on political discourse) Elena Musaeva (Amur State University, Blagoveshchensk, Russia)</p>
09:20 – 09:40	<p>Pauses in native and foreign-accented spontaneous speech: Acoustic analysis of native Chinese, Chinese learners of Russian, and native Russian speech Teng Hai (Shanxi Datong University, Datong, China)</p>
09:40 – 10:00	<p>Weak forms in Chinese spontaneous speech: Comparing the results of acoustic and perceptual study Li Yifang (Amur State University, Blagoveshchensk, Russia)</p>
10:00 – 10:20	<p>Chinese tones perception (On the material of commercial and social audio advertisement) Zhang Jianwen (Heihe University, China)</p>
10:20 – 10:40	<p>Duration of some American and Canadian vowels in spontaneous speech Svetlana Derkach, Elena Mayuk (Amur State University, Blagoveshchensk, Russia)</p>
10:40 – 11:00	<p>Weak forms of words in socio-political discourse (Based on female speech) Streke Yanina (Amur State University, Blagoveshchensk, Russia)</p>
11:00 – 11:20	<p>Vocal speech in listening skills training Viktoriya Sisoenko (Far Eastern State Agricultural University, Blagoveshchensk, Russia)</p>
11:20 – 11:30	<p>Discussion</p>

DAY 2

**Day 2 (May 28) – Session 2: Areal linguistics
Zoom Room 1**

Moderator: Natalia Zalesova (Amur State University)

Blagoveshchensk Time	Presentation Title and Presenter
12:50 – 13:15	English in the linguistic landscape of Russian-Chinese cross-border agglomeration Anastasia Arkharova (Blagoveshchensk State Pedagogical University, Blagoveshchensk, Russia)
13:15 – 13:40	Linguistic landscape of Vladivostok through English names of city objects Natalia Kozhina (Far Eastern Federal University, Vladivostok, Russia)
13:40 – 13:50	Discussion

DAY 2

**Day 2 (May 28) – Session 3: Educational psychology
Zoom Room 2**

Moderator: Marina Pirogova (Amur State University)

Blagoveshchensk Time	Presentation Title and Presenter
10:00 – 10:20	Why do cognitive constrains interfere in the writing process? Evgenia Kasyanova (Far Eastern Federal University, Vladivostok, Russia)
10:20 – 10:40	Applying data from neurolinguistic research to teaching English phonetics Viktoria Zavialova (Far Eastern Federal University, Vladivostok, Russia)
10:40 – 11:00	Developing critical thinking in the English language classroom Olesya Chernyavskaya (Gymnasium №2, Vladivostok, Russia)
11:00 – 11:10	Discussion

Day 3 (May 29, Saturday) Main Sessions			
Blagoveshchensk Time	Place	Event	Moderator
9:00 – 9:40	Zoom Rm 1	<i>Plenary Speech V</i> Artificial intelligence in natural language processing: What can and cannot be done – facts and hypes David Tien (Charles Sturt University, NSW, Dubbo, Australia)	Veronika Karavaeva (Amur State University)
9:40 – 10:20	Zoom Rm 1	<i>Plenary Speech V</i> Émigré writing as a tool of 'verifying' intercultural communication theory Evgeniya Butenina (Far Eastern Federal University, Vladivostok, Russia)	Veronika Karavaeva (Amur State University)
10:20 – 11:00	Zoom Rm 1	<i>Plenary Speech VII</i> Stories and dreams Stephen M. Ryan (Sanyo Gakuen University, Okayama, Japan)	Veronika Karavaeva (Amur State University)
11:00 – 11:10	Break		
11:10 – 12:40	Zoom Rm 1	<i>Workshop V</i> Plagiarism as part of Russian academic discourse: Looking beyond the surf Yulia Polshina, Tatiana Ivankova (Far Eastern Federal University, Vladivostok, Russia)	Veronika Karavaeva (Amur State University)
12:45 – 13:15	Zoom Rm 1	Break (Slideshow)	Ekaterina Verchoturova (Amur State University)
13:15 – 15:45	Zoom Rms 1-3	Concurrent On-line Sessions	
15:45 – 15:55	Break		
15:55 – 17:20	Zoom Rm 1	<i>Workshop VI</i> The influence of teachers' psychological and pedagogical characteristics on their professional success Irina Basova (Lomonosov Moscow State University, Moscow, Russia)	Veronika Karavaeva (Amur State University)
17:20 – 19:00	Zoom Rms 1-3	Concurrent On-line Sessions	
19:00 – 19:30	Zoom Rm 1	General Meeting & Closing Ceremony Galina Lovtsevich (FEELTA President) Svetlana Androsova (Conference organizer)	

DAY 3

**Day 3 (May 29) – Session 4: Language, its lexis and learning process
 Zoom Room 1**

Moderator: Svetlana Derkach (Amur State University)

Blagoveshchensk Time	Presentation Title and Presenter
14:10 – 14:30	<p>The theory of conceptual metaphor and its application to teaching EFL Larisa Kulchitskaya (Far Eastern Federal University, Vladivostok, Russia)</p>
14:30 – 14:50	<p>English-language learner's dictionaries as a reflection of EIL: The case of Northeast Asian loanwords Alexander Sokolov (Far Eastern Federal University, Vladivostok, Russia)</p>
14:50 – 15:10	<p>Compound terms: how to distinguish and interpret Svetlana Savintseva (National Scientific Center of Marine Biology, named after A.V. Zhirmunsky Far Eastern Branch, Russian Academy of Science)</p>
15:10 – 15:35	<p>On teaching the practical course of lexicography within the bachelor's degree program "Fundamental and Applied Linguistics" Alexander Trifonov (Far Eastern Federal University, Vladivostok, Russia)</p>
15:35 – 15:45	<p>Discussion</p>

DAY 3

**Day 3 (May 29) – Session 5: Language and literature
Zoom Room 1**

Moderator: Svetlana Derkach (Amur State University)

Blagoveshchensk Time	Presentation Title and Presenter
17:25 – 17:45	Linguistic features of the description of nature in a modernist literary text (based on the interludes of the novel "The Waves" by V. Woolf) Ekaterina Karavanova (Far Eastern State Transport University)
17:45 – 18:00	American English and Russian identity of translingual writers Ekaterina Lebedeva (Lomonosov Moscow State University)
18:00 – 18:10	Discussion

DAY 3

**Day 3 (May 29) – Session 6: Lexicology. Derivatology
 Zoom Room 2**

Moderator: Svetlana Androsova
 (Amur State University)

Blagoveshchensk Time	Presentation Title and Presenter
14:05 – 14:25	<p>The problem of quantitative derivatology and derivatography of English conversuffixes (transposuffixes) and ways to its solution Bartkov Boris (Far-Eastern branch of Russian Academy of sciences)</p>
14:25 – 14:45	<p>Subjective and objective status of conversuffixes (transposuffixes) and suffixes of the English language and pentachotomic scale [suffix – suffixoid – semisuffix – radixoid – radix (stem)] Bartkova Tatiana (Far Eastern Federal University, Vladivostok, Russia), Bartkov Boris (Far-Eastern branch of Russian Academy of sciences)</p>
14:45 – 15:05	<p><i>Poster Presentation</i> Current trends in word formation in the English language Irina Ishchenko (Amur State University, Blagoveshchensk, Russia)</p>
15:05 – 15:15	<p>Discussion</p>

DAY 3

**Day 3 (May 29) – Session 7: Problems of translation.
Zoom Room 2**

Moderator: Svetlana Androsova (Amur State University)

Blagoveshchensk Time	Presentation Title and Presenter
15:15 – 15:35	Background knowledge as a factor of adequate translation Vera Alekseeva (Far Eastern State Transport University, Khabarovsk, Russia)
15:35 – 15:45	New vocabulary related to coronavirus: The potential of its use in the Kazakh language and the problem of translation Zoya Proshina (Lomonosov Moscow State University), Baktigul Borankulova (L. N. Gumilyov Eurasian National University)
15:45 – 15:55	Discussion

DAY 3

**Day 3 (May 29) – Session 8: Cross-cultural Communication.
 Zoom Room 2**

Moderator: Ekaterina Bazhenova (Amur State University)

Blagoveshchensk Time	Presentation Title and Presenter
17:25 – 17:45	<p>Practicing intercultural communication: A new Textbook, a fresh approach Evgeniya Butenina, Tatiana Ivankova (Far Eastern Federal University, Vladivostok, Russia)</p>
17:45 – 18:00	<p>Storytelling in lecture discourse: Cross-cultural specifics Irina Khoutyz (Kuban State University, Krasnodar, Russia)</p>
18:00 – 18:10	<p>Formation of the image of a female politician in the USA mass media Ekaterina Bazhenova (Amur State University, Blagoveshchensk, Russia)</p>
18:10 – 18:30	<p>How do we talk about the future in English and Russian: A comparative perspective Irina Ushakova (Khabarovsk State University of Economics and Law)</p>
18:30 – 18:40	<p><i>Poster Presentation</i> Media image of Europe in American mass media Natalya Pinchukova (Amur State University, Blagoveshchensk, Russia)</p>
18:40 – 18:50	<p><i>Poster Presentation</i> Linguocolor picture of the fashion world created by PANTONE COLOR INSTITUTE in 2010 – 2020 Tatiana Ma, Nadezhda Situn (Amur State University, Blagoveshchensk, Russia)</p>
18:50 – 19:00	<p>Discussion</p>

DAY 3

**Day 3 (May 29) – Session 9: Assessment and testing
 Zoom Room 3**

Moderator: Elena Musaeva (Amur State University)

Blagoveshchensk Time	Presentation Title and Presenter
13:05 – 13:25	<p>Peer-assessment of written works as a form of reflective learning Svetlana Bogdanova, Olga Karypkuina (Irkutsk State University)</p>
13:25 – 13:45	<p>Student's self-assessment diary in translation and interpreting classes Tatiana Lupacheva (Far Eastern Federal University, Vladivostok, Russia)</p>
13:45 – 14:05	<p>A computer testing system for control of auditory-pronouncing skills in EFL students Marina Kolesnichenko, Vitalii Kapitan (Far Eastern Federal University, Vladivostok, Russia)</p>
14:05 – 14:25	<p><i>Poster Presentation</i> Assessment vs testing Natalia Zalesova (Amur State University, Blagoveshchensk, Russia)</p>
14:25 – 14:35	<p>Discussion</p>

DAY 3

**Day 3 (May 29) – Session 10: Distant learning: means, experience, perspectives
 Zoom Room 3**

Moderator: Veronika Karavaeva (Amur State University)

Blagoveshchensk Time	Presentation Title and Presenter
14:35 – 14:55	<p>Digital citizenship: Essential for hopes, dreams, aspirations, and achievements James Rush (Luther University, Giheung-gu, South Korea)</p>
14:55 – 15:20	<p>In search of new ways to gain knowledge. Thoughts after 1-year experience of distant and blended learning at school Marina Moskaleva (Sadovoye Comprehensive School)</p>
15:20 – 15:40	<p>Methods of organizing reading tasks in Moodle Veronika Karavaeva (Amur State University, Blagoveshchensk, Russia)</p>
15:40 – 15:50	<p><i>Poster Presentation</i> University distance learning system (from teaching experience) Lyudmila Ermakova (Amur State University, Blagoveshchensk, Russia)</p>
15:50 – 15:55	<p>Discussion</p>

DAY 3

**Day 3 (May 29) – Session 11: Modern approaches to skills development
 Zoom Room 3**

Moderator: Natalia Roiba (Amur State University)

Blagoveshchensk Time	Presentation Title and Presenter
17:25 – 17:45	<p>Art technologies: a means of developing the communication skills of students in English lessons Valeria Tsvigun (School № 15, Raychikhinsk)</p>
17:45 – 18:00	<p>Developing EFL speaking fluency through listening-based activities Olga Titova, Alexandra Eremenko, Irina Eremenko (Far Eastern Federal University, Vladivostok, Russia)</p>
18:00 – 18:10	<p>The use of authentic videos as extra tools in teaching English Svetlana Danilova (Far Eastern Federal University, Vladivostok, Russia)</p>
18:10 – 18:30	<p>Conceptualizing implied meaning in the pilot video project Elena Korotkova (Far Eastern Federal University, Vladivostok, Russia) Conversation analysis data in EFL class: a way to effective interaction</p>
18:30 – 18:40	<p>Conversation analysis data in EFL class: a way to effective interaction Yulia V. Krasnoperova, Karina V. Borovikova (Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russia)</p>
18:40 – 18:50	<p><i>Poster Presentation</i> Project work on war memorials for intermediate and upper-intermediate EFL students: Linguistic and educational aspects Anikhovskaya Tatiana (Blagoveshchensk State Pedagogical University, Blagoveshchensk, Russia)</p>

18:50 – 19:00	<p style="text-align: center;"><i>Poster Presentation (Video)</i> Promoting learner autonomy of secondary school students in EFL teaching Svetlana Basanskaya (School №1. Svobodniy, Russia)</p>
19:00 – 19:20	<p style="text-align: center;"><i>Poster Presentation</i> Letter to Queen Elizabeth II Alena Rudenko (Amur College of Service and Trade, Blagoveshchensk, Russia)</p>

Timing

- Plenary Report – 40 min.
- Featured Speaker Report – 30 min.
- Workshop – 80 min.
- Short Paper – 10 min.
- Discussion Time – 5 min.

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1. Before the conference starts, you must:

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Zoom Rm 2

Join a Zoom meeting

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Conference ID: 942 3953 1618

Access code: 648774

Zoom Rm 3

Join a Zoom meeting

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Conference ID: 961 3945 2836

Access code: 823097

PLENARY ADDRESSES

May 27, 2021

10:20 – 11:00

Zoom Room 1

SPEAKER: Galina Lovtsevich



Lovtsevich Galina, Doctor of Philology, Head, Department of Linguistics and Intercultural Communication, Far Eastern Federal University, Vladivostok. Her main research interests are professional discourse and terminology, terminography and language teaching methodology.

TERMINOLOGY MATTERS: EXPLORING SOME IDEOLOGICALLY LOADED KEY TERMS IN ELT PROFESSIONAL DISCOURSE

Terminology matters. Terminology is also a part of how we construct our mental models of the world, what values we live by, and how we relate to each other (Haraway 1988, Barad 2007). The talk focuses on such common language teaching terms as *target language*, *native speaker*, *Standard English*, *communicative competence*, *accent*, *community*, and *error*. Our goal is to explore how they are shaped by values, social context, and ideologies. Much can be at stake as the way we interpret these terms impact the way we teach English in the classroom.

May 27, 2021

11:00 – 11:40

Zoom Room 1

SPEAKER: Svetlana V. Androsova



Svetlana V. Androsova, Doctor of Philology, Professor of the Department of Foreign Languages, Amur State University, Blagoveshchensk, Russia. Her interests lie in the field of Linguistics, particularly Phonetics, Phonology, Speech production and speech perception mechanisms, English as L2 teaching methods, IT in language education and linguistics. Work experience includes teaching university students: ESP, practical courses for Bachelor, Master and PhD students with the major in translation, linguistics.

WEAK WORD FORMS AND LIAISONS: IMPLICATIONS FOR L2 STUDYING AND TEACHING

Weak forms are universal – there is no language without them. They do not just exist – they are abundant. Without intentional training, they can lead to perception failures making listening results poor. They do not appear chaotically – they can be explained and predicted. These are the major reasons why we must make them a part of any foreign language teaching methodology. In linguistic literature and dictionaries, weak forms are mostly limited to functional/grammatical/structural words in unstressed positions. The hypothesis of this paper is that (i) the term “weak form” can be applied to phoneme, syllable, word and word group, (ii) in a real speech flow, notional words can also manifest weak forms, (iii) in a sample meant for listening/watching, weak forms must be identified, organized and exposed to controlled activity in the classroom. The paper gives examples of weak forms from English, Russian and Chinese with a bigger focus on English. It also offers some techniques of designing exercises for training them at English classes.

May 27, 2021

11:40 – 12:20

Zoom Room 1

SPEAKER: Svetlana Ter-Minasova



Ter-Minasova Svetlana, Doctor of Philology, President of the Faculty of Foreign Languages and Area Studies at Lomonosov Moscow State University, Russia, and Professor Emeritus in the University. She is chairperson of the FLT Council (Ministry of Education, Russia) since 1987. She has been the founding President of both National Association of Applied Linguistics (NAAL, Russia) an affiliate of the International Association of Applied Linguistics (AILA) since 1989 and the founding President of National Association of Teachers of English (NATE, Russia), a collective member of the International Associations TESOL (the USA) and IATEFL (the UK); since 1995 the chairperson of the FLT Council (Ministry of Education and Science, Russia).

She is one of the leading foreign language specialists and teachers, who has built up a formidable international reputation. She has made a great contribution to the development of international understanding through her indefatigable and enthusiastic promotion of the teaching of foreign languages in both its practical and scholarly aspects.

FOREIGN LANGUAGE TEACHING AND EDUCATION. FOCUS ON RUSSIA

The report is an attempt to investigate the major issues of foreign language teaching and education in modern Russia. The author pays special attention to the national features and factors that affected

their development as well as social and shocks and changes in Russia in the 20th and 21st centuries. The author focuses on the traditional keen interest in Russia to foreign languages and cultures and to the teacher – student relationships and tries to analyse how the apocalypse of that period in the Russian history affected this tradition.

May 27, 2021

12:50 – 13:30

Zoom Room 1

SPEAKER: Evgenia Gromova



Gromova Evgenia, neuropsychologist, sociologist, marketer, lecturer at the RANEPa under the IPA program and the School of City Mayors; author of a number of models and technologies, including such widely known ones as: Genome of territories, Value typology - VTGG, Five levels of positioning - 5 LP; expert of Living Cities, member of the SOBA Expert Council, President of the WorkLine group of companies; discovering psychological patterns, develops the potential of people, companies, cities and countries for over 30 years.

LANGUAGE AS A REVERBERATION OF THE CULTURE CODE OF THE TERRITORY

In my speech, I will talk about my work with an outstanding consultant Clothier Rapai, the author of the method for the Discovery of the Cultural Code. About how this work in different cities and countries inspired me to search for other sources of territorial power, as a result of which the analytical model of the "Genome of Territories" appeared, which included both the value code (I discovered in 2000) and the cultural, and more 22 codes.

Despite the importance of the Cultural Code, we will talk not so much about it as about its reflection - the language.

We consider language as a sign system that reflects the Cultural code of territories through a combination of meanings and symbols. The language belongs to the least changeable, but constantly transforming and expanding sign systems within the cultural code of the territory.

Even ardent supporters of the sameness of all people on earth, regardless of their place of birth and residence, as well as criticism of

the Cultural and Value Code of the territories, will retreat here. We are all really different and this is most clearly reflected in languages, which today number about 7 thousand in the world. There are living and developing languages, there are dying ones, and there are also dead ones. These are languages that lack a downside - speech.

Speech is a phenomenological component of the sign system of a language, which reflects patterns of meanings through discourse and emotional resonance in the process of communication, being a reflection of the Value code of territories.

Today, the topic of preserving endangered languages and the authenticity of territorial speech features is more relevant than ever. This is the concern of such world organizations as the UN and UNESCO. A lot of work is being done by specialists from universities and our country, including AmSU. And I will gladly share my thoughts.

May 27, 2021

16:10 – 16:50

Zoom Room 1

SPEAKER: Zoya G. Proshina



Proshina Zoya G.,
Doctor (Habil.) in Philology, Professor,
Department of Theory for Foreign
Language Teaching,
Faculty of Foreign Languages and Area
Studies,
M. Lomonosov Moscow State University

RUSSIAN ENGLISH: MYTH OR REALITY?

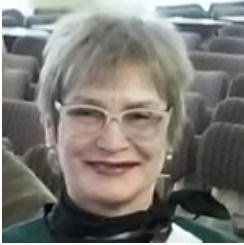
The paper discusses the status of Russian English as a legitimate variety and myths associated with its reception and recognition. To state the status of English in Russia, in-depth focus is made on the term "variety" per se in sociolinguistic, functional, as well as systemic and structural frameworks. The author argues that today English should be considered not only as a system and structure but also as an additional communicative resource of intercultural communication. Some issues of Russian English from an applied linguistic aspect are also dwelt on.

May 27, 2021

16:50 – 17:20

Zoom Room 1

SPEAKER: Elena Shamina



Shamina Elena,
Candidate of Philology, Associate
Professor,
Department of Phonetics and Foreign
Language Teaching Methodology,
Saint-Petersburg State University

FROM THE HEART OF THE PHONETICS TEACHER WITH LOVE

The presenter's claim is that pronunciation is at the root of it all. One cannot learn a language without learning to speak it and be understood. There are cognitive, psychological, and communicative grounds for the claim. The English language exists and functions in many varieties, and the pronunciation models are quite different. The teacher's task is to define what kind of variety the students are to master and to create the awareness of the phonetic features appropriate for it. This is not an easy task, but it is much easier than many tasks, teachers set for themselves. In suggesting some approaches to teaching pronunciation, the speaker is going to demonstrate both her love for the English language and for the people who venture to teach it.

May 28, 2021

14:00 – 14:40

Zoom Room 1

SPEAKER: Amanda Gillis-Furutaka



Furutaka Amanda Gillis is a professor in the Faculty of Foreign Studies at Kyoto Sangyo University. She taught in several countries (France, Portugal, China, and Brazil) before settling in Japan. She is fascinated by the recent progress that has been made in the understanding of our brain and eager to apply this knowledge to improve the effectiveness of her classroom teaching.

LESSONS FROM BRAIN SCIENCE ABOUT HOW TO TEACH EFFECTIVELY

The scientific name for our species is *homo sapiens* (wise human), but evolutionary scientists and neuroscientists suggest that a more accurate description is *homo docens* (the species that teaches itself). Why is this? The reason is that although learning is universally widespread in the animal world, we are the only species that actively teaches our offspring (Högberg, Gärdenfors & Larsson, 2015; Dehaene, 2020). This talk, based largely on the work of the experimental cognitive psychologist Stanislas Dehaene, will explain four basic principles that lead to effective learning and the neuroscience behind each one. These principles are:

- Help learners direct and focus their attention.
- Foster active engagement with the subject matter under investigation.
- Provide constructive error feedback that guides learning and does not evaluate the learner.
- Create opportunities for consolidation of learning through regular practice and skill building activities that enable subconscious mastery of what is being learned.

Examples of class activities for a variety of levels of English learners will be provided to illustrate each of these principles and it is hoped that you will share many more examples of your own throughout this conference.

May 29, 2021

09:00 – 09:40

Zoom Room 1

SPEAKER: David Tien



Tien David, School of Computing, Mathematics and Engineering Charles Sturt University, NSW Australia

Dr David Tien received his undergraduate, master's and PhD degrees in Computer Science, Pure Mathematics and Electrical Engineering from Chinese Academy of Sciences, Ohio State University, USA, and the University of Sydney, Australia, respectively. Dr Tien's research interests are in the areas of image and signal processing, natural language processing, artificial intelligent, telecommunication coding theory and biomedical engineering. Since 1986 he has published over 120 peer reviewed articles. Dr Tien is currently teaching computer science at the Charles Sturt University, Australia and serves as the Chairman of Conference Coordination Committee, IEEE NSW.

ARTIFICIAL INTELLIGENCE IN NATURAL LANGUAGE PROCESSING: WHAT CAN AND CANNOT BE DONE – FACTS AND HYPES

The artificial intelligence (AI) has injected a large dose of excitement into Natural language processing (NLP). This phenomenon has heightened the hopes of the new break through in AI assisted NLP applications in the areas of speech recognition, spoken language understanding, dialogue systems, lexical analysis, machine translation, knowledge graph, information retrieval, question answering, sentiment analysis, social computing, and natural language generation.

By looking at media articles, the story about AI is everywhere: such as how AI could cure diseases, compose music, accelerate human

innovation, replace human in simultaneous interpreting, and improve human creativity. It seems that we are already living in a future where AI has infiltrated every aspect of society.

During this talk, the author will summarize the current technology used in AI, such as machine learning and deep learning, and discuss what AI can and cannot do.

May 29, 2021

09:40 – 10:20

Zoom Room 1

SPEAKER: Evgenia Butenina



Butenina Evgenia, Associate Professor, Department of Linguistics and Intercultural Communication, School of Regional and International Studies, Far Eastern Federal University, Vladivostok, Russia

**ÉMIGRÉ WRITING AS A TOOL OF
'VERIFYING' INTERCULTURAL COMMUNICATION THEORY**

Intercultural communication has always been a practically oriented discipline, therefore, it makes sense to turn to émigré writing for 'verifying' its theory. In this paper, examples from fiction and autobiographies by émigré authors from Russia and China are discussed in terms of Edward Hall's concepts of chronemics and proxemics, high context and low context cultures as well as Geert Hofstede's value dimensions and other scholar's research on nonverbal communication and cultural adaptation. These cases, along with many others, are available in a new Russian-language textbook on intercultural communication coauthored and published this year in and presented at a panel session of this conference.

The paper empathizes that all intercultural processes are closely interrelated. For example, scholars single out four stages of acculturation, or adaptation to a new culture: tourist, survivor, immigrant, and citizen. The first stage implies superficial knowledge of the culture, which can remain cognitively inaccessible; the second stage can become a threshold when an individual begins to use the new language and understand new cultural models; the third stage involves the correct use of the language and further approach to the new cultural models, and by the last stage, a person might reach a full command of the new language and culture. These stages can be related to the four most common phases of culture shock (honeymoon, culture shock proper, initial adaptation / recovery, and integration / adjustment).

Émigré writing describing personal experience of adapting to a new culture is invaluable material to understand both intracultural and intercultural communication. The writing of emigrants from Russia and China, whose cultures are so different from those of the West, demonstrates how hard and time consuming the process of adaptation to a different environment is. Besides, any adaptation case is multidimensional and allows to discuss stereotypes and values, national characters and worldviews, culture shock stages and acculturation phases, while discovering some disputable points of the theory.

May 29, 2021

10:20 – 11:00

Zoom Room 1

SPEAKER: Steven Rayan



Ryan Stephen M., Sanyo Gakuen University,
Okayama, JAPAN

Stephen M. Ryan is an English teacher and long-term FEELTA member, who currently works at Sanyo Gakuen University in Okayama, Japan.

STORIES AND DREAMS

Everybody loves a good story. In fact, the need to make stories out of experiences is deeply-rooted in our neurological infrastructure, hence the appeal of a good story well told. Stories speak to our emotion and our need for structure and predictability; they play a key role in our learning about the world and our learning of languages.

The presenter will give an overview of current understandings about the role of stories in the brain, in the mind, and in learning, before focusing more specifically on the use of stories in ELT. Using examples from his own practice, he will suggest that stories to be central to the way we learn and teach, whatever the age of our students.

He will also connect stories with dreams: day-dreams, the dreams that reconstruct the events of the day, and the dreams which allow us to build the future.

WORKSHOPS

May 27, 2021

13:40 – 15:10

Zoom Room 1

SOFT SKILLS FOR DEVELOPING SENSE OF COMMUNITY IN THE ELT CLASSROOM

Soft skills are necessary for success in career and life. While university graduates demonstrate academic and professional knowledge and skills, they lack interpersonal, communicative and analytical abilities. Academic intelligence has little to do with emotional life (Goleman 2009). Even if students are good at academic subjects, it does not mean that they are successful in communication, have empathy, can control their emotions and mediate conflicts. Uncontrolled emotions restrain intelligence. Soft skills are mainly developed at various sorts of trainings, workshops, major subjects. However, these skills can be effectively taught at English classes. At EFL classes in culturally mixed groups students gain experience of social interaction and acquire a sense of community with learners of different cultural backgrounds.

The presenters argue that teaching soft skills at EFL classes has the potential to increase students' sense of community, collaboration, and teamwork willingness that they will transfer to their future workplace and interpersonal relationships. The workshop considers the notion "soft skills", identifies groups of soft skills relevant for bachelor degree students, suggests a methodology to form these skills. The different ways and techniques to develop learners' soft skills and emotional intelligence in the ELT classroom are also presented.

Presenters

Bykova Karina Igorevna, Senior Lecturer, the Institute of Oriental Studies - School of Regional and International Studies (SRIS), FEFU. Subjects taught: English for Special Purposes; Academic English; Business English; The areas of interest: Content and language integrated learning; teaching subjects. Conceptual semantics and cognitive linguistics. The linguistic representation of Value Concepts.

Ryzhkova Yulia Victorovna, PhD in Education, Associate Professor, the Institute of Oriental Studies - School of Regional and International Studies (SRIS), FEFU. Research interests: integrating teaching English

with developing emotional intelligence and soft skills, methodology of developing learning skills, teaching English oral professional discourse, improving presentation skills in the ELT Classroom, teaching General English in Asia-Pacific Region.

May 28, 2021

14:50 – 15:50

Zoom Room 1

INTONATION AND BODY LANGUAGE: INTONATION LEARNING MADE EASY

The workshop focuses on teaching English (British) intonation to Russian speakers with the help of multimedia technologies. Scenes from British films and series are going to be used to demonstrate what kind of body language regularly accompanies certain intonation contours, namely the Low Drop and the Switchback. As body language is supposed to be rather similar across (European) language cultures, the practice may be beneficial for acquiring the types of English intonation that are crucial for communication in English. English teachers, English majors and ESP students can find the workshop helpful.

Presenters

Portnova Alena, Saint-Petersburgh State University, Saint-Petersburgh, Russia

Shamina Elena, Saint-Petersburgh State University, Saint-Petersburgh, Russia

May 28, 2021

16:00 – 17:30

Zoom Room 1

TAKING ADVANTAGE OF CRITICAL THINKING

Critical thinking is one of the crucial 21st Century skills. Nowadays, people should be able to think independently, question everything, evaluate, analyze information and finally make decisions and be able to solve problems promptly. In this practical workshop, participants will outline key features of this skill and the ways it can be integrated into ELT. Participants will also get aware of how they can and should plan effective lessons activating student's critical thinking.

There will be practical activities showing how a teacher can adapt materials provided by the course book and make them more critical thinking-oriented.

Presenter

Sharonova Galina, Senior Methodologist, ONARA; CELTA, Delta M2, Train the Trainer, Moscow Russia

May 28, 2021

17:40 – 19:10

Zoom Room 1

TEACHING ENGLISH AND CULTURE SKILLS THROUGH AUTHENTIC REALIA

Realia helps to ensure coherence between language and culture and orchestrates their interplay. We will look upon the ways realia can be incorporated into lesson plans to enhance the educational performance and motivation of students. Our talk will include teaching vocabulary, grammar, aspects of domestic culture and communication through realia. The potential of education is largely defined by the tools available to the teachers and students. Our workshop will teach you to turn realia into a powerful educational tool. It might help you to revisit your traveling experience as a source of inspiration for material development and inject new ideas and practices into your lesson.

Presenter

Stepichev Petr A., NATE executive director, MELTA vice-president, teacher trainer and author. My patented tool "Grammar Blocks" and a series of board games won recognition in the 2012 Moscow Teacher of the Year contest, resulting in winning a scholarship to study at Norwich (England) and Germany. US International Visitor Exchange Program 2014 alumnus.

May 29, 2021

11:10 – 12:40

Zoom Room 1

PLAGIARISM AS PART OF RUSSIAN ACADEMIC DISCOURSE: LOOKING BEYOND THE SURFACE

With the internationalization of Russian higher education as part of the process affecting most countries around the world, the universities and their teaching and research staff are expected to become more visible at the international arena by participating in outward mobility and international research through internships, publications, conferences, and joint research programs.

Although the Russian language is largely used as a medium of instruction and dissemination of research results across the nation, English as a lingua franca has become a vital driving force of the transformation. Forced into producing more and faster, an increasingly large number of Russian scholars with little awareness of information literacy venture into writing and publishing in English, thus multiplying the number of works of questionable quality and academic integrity. Among many issues in such papers plagiarism is the most blatant crime against research ethics. But is it committed on purpose or, at least in some instances, unknowingly and unintentionally?

In this presentation the authors classify and define types of plagiarism detected in the Russian and English-language academic texts written by Russian teachers and researchers. Based on literature review of previous studies, they single out universal reasons for plagiarizing and also analyze unique data to find nationally specific motives for undocumented copying or borrowing, misquoting, misattributing, self-plagiarizing, etc. The data were collected through observation, article analysis, surveys and interviews with academic staff of Russian universities over the period of three years.

Presenters

Polshina Yulia, PhD, Associate Professor, Far Eastern Federal University, Vladivostok, Russia

Ivankova Tatiana, PhD, Associate Professor, Far Eastern Federal University, Vladivostok, Russia

May 29, 2021

15:55 – 17:20

Zoom Room 1

THE INFLUENCE OF TEACHERS' PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS ON THEIR PROFESSIONAL SUCCESS

During the workshop the participants figure out what their teaching style is, which advantages and disadvantages it has. They also discuss the structure of pedagogical abilities (didactic, academic, organizational etc). Moreover, various types of motivation in the professional area are introduced and analyzed. The last part of the workshop is devoted to the issue of professional teachers' deformation and ways to avoid it.

Presenter

Basova Irina, PhD, Associate Professor, Moscow State Lomonosov University, Moscow, Russia

SESSIONS REPORTS

BACKGROUND KNOWLEDGE AS A FACTOR OF ADEQUATE TRANSLATION

Many studies have been done on the issue of background knowledge and their meaning for cross cultural communication. The goal of this study was to investigate the modern translation of the novel "The Outsiders" made by A. Zavozova and translation methods she chose. Comparing the literary text in both languages English and Russian, a movie script in Russian, we managed to evaluate the level of translation adequacy for good understanding in the process of interaction.

The findings showed that background knowledge of youth subculture in "The Outsiders", which was not considered as a vital part for proper reading and learning source language and American culture by A. Zavozova still have a great meaning for foreign readers. This means that some ways of translation need to be improved.

Presenter

Alekseeva Vera, PhD, Associate Professor, Far Eastern State Transport University, Khabarovsk, Russia

PROJECT WORK ON WAR MEMORIALS FOR INTERMEDIATE AND UPPER-INTERMEDIATE EFL STUDENTS: LINGUISTIC AND EDUCATIONAL ASPECTS

The article describes the project carried out by 4th year students of English department, devoted to the 76th anniversary of the Victory in the Great Patriotic War. The project involved studying the history of local war memorials and compiling a tourist information sheet in English for those interested in this aspect of Russian history and culture. The article dwells on all stages of the project and highlights linguistic and educational potential of such activities.

Presenter

Anikhovskaya Tatiana, Associate Professor, Blagoveshchensk State Pedagogical University Blagoveshchensk, Russia

ENGLISH IN THE LINGUISTIC LANDSCAPE OF RUSSIAN-CHINESE CROSS-BORDER AGGLOMERATION

The paper examines the role of English in shaping the linguistic landscape of Russian-Chinese cross-border agglomeration. The officials are planning to create the largest transport, logistics and economic center on the Russian-Chinese border. Blagoveshchensk and Heihe are two neighboring cities which will be the centers of the agglomeration. The territories of both cities will be on the focus of great changes and become more attractive for international tourism. The raise of the tourist flow is supposed to increase the role of English in the agglomeration. The study attempts to analyze the use of English in public signs of both cities to provide explanations for such language choice and to investigate the prospects for the language use in the linguistic landscape of the agglomeration.

Presenter

Arkharova Anastasia, PhD, Associate Professor, Blagoveshchensk State Pedagogical University Blagoveshchensk, Russia

THE PROBLEM OF QUANTITATIVE DERIVATOLOGY AND DERIVATOGRAPHY OF ENGLISH CONVERSIFIXES (TRANSPOSIFIXES) AND WAYS TO ITS SOLUTION

In modern English certain nouns [break-down, n; breaking-down, n; breaker-down, n] and adjectives [broken-down, a; breaking-down, a] are extensively used. They have been forming from verb-adverb combinations [e.g. to break down] from XIV to XXI centuries. About 50% of nouns and adjectives belong to class Vo [break-down, n]. They are supposed to be formed by two successive processes, namely: (1) conversion of verb-adverb combination (VAC) into a noun, and (b) joining (fixation of) adverbial morpheme to verbal stem. Resulting derivative is called "conversifical derivative (CD)". Adverbial morphemes called "*conversifix*" (CF) ("*transposifix*") resemble typical suffixes so we put forward **a hypothesis**: they might be studied as suffixes using all means of the theory and practice of word-formation, qualitative as well as quantitative. Among quantitative parameters we use the most important, namely: diachronic (Pd) and synchronic (Ps) productivity, model (Fm) and summary (Fs) frequency, model (Vm) and summary (Vs) valency and some others. As a whole these parameters as well as phonemic and morphemic attraction, polysemy and antonymy make up *derivatological* description of conversifixes (transposifixes) (-away, -down, -in, -out, -up, etc.) of the English language. Having obtained above mentioned parameters we compiled a kind of a dictionary of conversifixes called *derivatarium*, containing 14 quantitative and 7 qualitative parameters for each morpheme. This process and its result have been called *derivatography*.

Presenter

Bartkov Boris graduated from Far-Eastern state university in 1967. Worked as translator at Scientific institutes of the Far-Eastern branch of the USSR Academy of Sciences. Starting with 1981 has been working as an associate professor with Foreign Language Department of the Far-Eastern branch of Russian Academy of Sciences, Russia

SUBJECTIVE AND OBJECTIVE STATUS OF CONVERSIFIXES (TRANSPOSIFIXES) AND SUFFIXES OF THE ENGLISH LANGUAGE AND PENTACHOTOMIC SCALE [SUFFIX – SUFFIXOID – SEMISUFFIX – RADIXOID – RADIX (STEM)]

In order to effectively expand students' vocabulary it is necessary to learn a lot of derivational affixes because 69% of lexemes in Webster's new international dictionary of the English language (1934) (containing 600 thousand words) are prefix or suffix (or both) derivatives. There are about 300 affixes in English, so it is very difficult to select the most useful of them. To facilitate the process it is necessary to determine *subjective and objective status* of derivational morphemes. Subjective status is calculated by using so-called "*method of collective informant*" that is summing up intuitive status given to each morpheme by authors of monographs on derivation and compilers of the largest explanatory dictionaries (all in all 10 sources). Objective status is obtained by calculating such quantitative parameters as diachronical (Pd) and synchronical (Ps) productivity, modal (Fm) and summary (Fs) frequency, modal (Vm) and summary (Vs) valency using the largest dictionaries. In accordance with subjective and objective status of morphemes they are put on the *pentachotomic scale*: suffix – suffixoid – semisuffix – radixoid – stem. Suffixes or conversifixes (transposifixes) to be learnt are being selected starting with suffixes then going to suffixoids, semisuffixes and so on.

Presenters

Bartkova Tatiana, graduated from Far-Eastern state technical university in 1998, worked as assistant at this university, defended master's dissertation in pedagogics in 2003. Now works as a teacher at City technical college.

Bartkov Boris, graduated from Far-Eastern State University in 1967. Worked as translator at Scientific institutes of the Far-Eastern branch of the USSR Academy of Sciences. Starting with 1981 has been working as an associate professor with Foreign Language Department of the Far-Eastern branch of Russian Academy of Sciences, Russia

FORMATION OF THE IMAGE OF A FEMALE POLITICIAN IN THE USA MASS MEDIA

The article is devoted to the analysis of the female politician image created in the mass media of the USA. The author explores the process of a politician's image being created under the influence of the political culture of the present American society. Such image components as activity, ambition, competence and eloquence are detected in the articles about female politicians published in American broadsheets. The analysis carried out reveals a number of features traditionally associated with a male image, which indicates the tendency of masculinization of the image of a female politician. An important constituent of the image in focus is color and ethnic background of the person. In general, the mass media image of a modern American female politician reflects leadership stereotypes existing in the American society and also meets the current demand for tolerance.

Presenter

Bazhenova Ekaterina Y., PhD, Associate Professor, Department of Translation and Intercultural Communication, Amur State University, Blagoveshchensk, Russia

PROMOTING LEARNER AUTONOMY OF SECONDARY SCHOOL STUDENTS IN EFL TEACHING

The report deals with the analysis of the concept of autonomous learning, strategies and methods for the development of a student's personality in the process of teaching English. Academic autonomy is considered as the ability of a person to exercise learning management and self-assessment in the educational process. The focus is on the students' practice, independence, responsibility and cooperation, providing freedom of choice of tasks, the level of their complexity and methods of their implementation. Thorough consideration of the key ideas of autonomous learning allows laying down its basic principles that must be taken into account. The author analyzes the experience of the educational autonomy development in secondary school in the classroom and as extracurricular activities. She offers effective methods and techniques for enhancing student's independent learning. The author proves that the use of the ideas of autonomous learning technology provides many benefits.

Presenter

Basanskaya Svetlana, English language Teacher, Secondary School №1, Svobodny, Russia

PEER-ASSESSMENT OF WRITTEN WORKS AS A FORM OF REFLECTIVE LEARNING

Development of critical thinking is one of the most controversial issues, discussed by the educators all over the world. The traditional assessment by the teacher is complemented by self-assessment and peer-assessment. In EFL teaching the use of peer-assessment presents one of the forms of reflective learning for schoolchildren in Russia. The results of the series of pedagogical experiments conducted in Irkutsk showed the potential of peer-assessment in the development of both soft and hard skills. The pupils of the 8th and 9th grades, who wrote a personal letter in English while preparing for the Basic State Examination, were asked to check the papers of their class-mates according to the list of criteria and the score was then compared with that of the teacher score which was taken as a role-model. The deviation from the teacher's score was analyzed and taken into consideration in the two following tests. The practice of peer-assessment improved the results of the pupils' written papers from the point of view of observing the main criteria as well as their ability of checking their class-mates' papers.

Presenters

Bogdanova Svetlana, Irkutsk State University, Irkutsk, Russia

Karypkuina Olga, Irkutsk State University, Irkutsk, Russia

NEW VOCABULARY RELATED TO CORONAVIRUS: THE POTENTIAL OF ITS USE IN THE KAZAKH LANGUAGE AND THE PROBLEM OF TRANSLATION

The article is devoted to the new words and phrases related to the Covid-19 pandemic in English, analyses of their translation in Kazakh and determines the potential of their use in the language.

The collected materials were analyzed and an association of words and phrases related to the coronavirus was formed. There are words and phrases of general use besides special medical terms.

Presenter

Borankulova E., Russia

TYPICAL MISTAKES OF THE EXAMINEES AT THE UNIFIED STATE EXAM IN THE ENGLISH LANGUAGE AND WAYS TO GET RID OF THEM

Nowadays more and more employers want their employees to know a foreign language especially English. That is why the English language becomes more popular among school-leavers, though it is still optional. Which mistakes are common, and what can be done to avoid them?

The tasks at the exam are divided into 3 levels from basic to high-level tasks. The State Exam checks students' competence in all aspects: listening, reading, writing, and speaking. There are typical mistakes peculiar to each of them. For example, understanding the whole text but not separate words while listening, finding synonyms in reading, the problems of being a successful communicator in writing and speaking, knowing, and using grammar rules, rules of word formation and so on.

But all these problems and mistakes can be avoided if the process of preparation for the exam is organized thoughtfully.

Presenter

Brovkina Elena, Senior Lecturer, English Philology Department, Faculty of Foreign Languages, Blagoveshchensk State Pedagogical University, Blagoveshchensk, Russia

PRACTICING INTERCULTURAL COMMUNICATION: A NEW TEXTBOOK, A FRESH APPROACH

Acquiring intercultural competence alongside with language skills has become an expected learning outcome both for students in Linguistics and for non-language majors. Understanding that teaching intercultural communication (IC) is a must, teachers are often at a loss when it comes to selecting materials and activities for their lessons. Existing textbooks are often outdated, too focused on theoretical issues or they single out a certain culture instead of looking at a variety of national, ethnic, social and other types of communities and their features. In the Russian Far East, and especially in Vladivostok, the city considered to be Russia's primary Asian gateway, teaching IC needs a fresh approach that will take into account the cultural and linguistic situation of the region.

In Vladivostok-based Far Eastern Federal university it is obviously the Department of Linguistics and Intercultural Communication that is in charge of designing IC courses for a wide range of Bachelor's and Master's degree programs taught both in Russian and English. The authors representing the department have developed an activity book to supplement their lectures.

The book contains eight modules connected with the eight major topics of the course: communication and intercultural communication, verbal and non-verbal communication, national character and mentality, stereotypes, worldviews and others. Each module is divided into two sections: 1) theoretical issues and discussion questions and 2) practical assignments and activities.

The authors will offer their unique perspective on teaching and practicing IC combining their fortes: linguistics (with a focus on Asian Englishes and Russian English) and literature (with a focus on texts written by bicultural authors, such as Chinese Americans and Russian Americans). Specially for English language teachers the authors will demonstrate assignments and activities of the textbook that can be incorporated into English lessons at various education and proficiency levels.

Presenters

Butenina Evgeniya, PhD, Associate Professor, Far Eastern Federal University, Vladivostok, Russia

Ivankova Tatiana, PhD, Associate Professor, Far Eastern Federal University, Vladivostok, Russia

DEVELOPING CRITICAL THINKING IN THE ENGLISH LANGUAGE CLASSROOM

ELT experts believe that the inclusion of critical thinking skills in English classes is necessary to improve students' English competence. Students' critical thinking skills will be optimally increased if meaning is prioritized in English lessons. Those two inter-related elements can be implemented when teachers do collaborative activities stimulating students' thinking process and meaning negotiation. Yet, the realization might be counter-productive if they are applied without careful consideration of task purposes and of students' roles. Based on the consideration, this paper is focused on presenting how critical thinking skills and meaning should be properly incorporated in an English lesson.

The aim of this article is to share both theoretical and practical ideas about critical thinking development within English language teaching/learning contexts. First, the authors seek to answer three questions, namely, what critical thinking is, why to integrate and develop critical thinking in ELT, and how to create lessons including an element of critical thinking development. Then the article introduces some extra concepts which prove useful when designing a lesson with a critical thinking objective in mind such as the importance of cognitive and affective domains, and an ABCD model as a convenient framework for the incorporation of necessary components into the lesson plan. A lesson plan is provided demonstrating the application of critical thinking strategies in ELT.

Presenter

Chernyavskaya Olesya, English Language Teacher, methodist, Master's degree, Gymnasium №2, Vladivostok, Russia

THE USE OF AUTHENTIC VIDEOS AS EXTRA TOOLS IN TEACHING ENGLISH

The use of authentic videos as extra tools in teaching English is a great way to gain a better, more immersive and meaningful learning experience for students. The presenter will demonstrate a number of linguistic and extra linguistic exercises for improving the communicative (language, speech, socio-cultural) competence of students, introducing new content or reviewing existing knowledge. The videos and exercises chosen for this presentation are used as additional materials in classes where students work with Empower B2 (a general English adult course from Cambridge University Press). The findings of our research indicate that video-use increases student satisfaction levels in relation to their education and learning experience.

Presenter

Danilova Svetlana, Senior Lecturer, Far Eastern Federal University, Vladivostok, Russia

DURATION OF SOME AMERICAN AND CANADIAN VOWELS IN SPONTANEOUS SPEECH

The current paper demonstrates the results of the research on some American vowels in the spontaneous speech. For the experiment we chose two pairs of vowels: /i/-/ɪ/ and /u/-/ʊ/. According to many scholars, these vowels are members of equipollent opposition in duration. The position of vowels before different consonants and their position in the phrase were taken into consideration. The results are compared and presented in the tables, the most interesting examples are shown on the pictures.

The results of the analysis lend every support to the idea about the absence of contrast of vowels in duration. In the same environment the duration of historically long and historically short vowels is practically the same. In the American variant duration can increase significantly in the absolute end of the pausal group.

Presenters

Derkach Svetlana, PhD, Associate Professor; Amur State University, Blagoveshchensk, Russia

Mayuk Elena, Student of Master Program; Amur State University, Blagoveshchensk, Russia

UNIVERSITY DISTANCE LEARNING SYSTEM (FROM TEACHING EXPERIENCE)

The poster is devoted to the special aspects of using the university distance learning system by lecturers and teachers of the Foreign Languages department, the Amur State University. The author describes the peculiarities of using different elements and resources of Moodle while giving lectures and practical classes. Some advantages and disadvantages of this form of learning are presented. Moreover, the author gives some information about students' evaluation of this kind of training and highlights the possibilities of distance learning system in foreign languages contests. It must be added that the paper covers the question of applying Moodle in advanced training courses.

Presenter

Ermakova Lyudmila, PhD, Associate Professor, Amur State University, Blagoveshchensk, Russia

ASSESSMENT VS TESTING

Assessment has always been an area of intense fascination as teachers are in constant search of the best ways to assess learners' ability. The author offers a comprehensive survey of essential principles and tools for second language assessment. It deals with such basic concepts as assessment and teaching and tests as a subject of assessment. The discussion revolves around such notions as formal and informal assessment, formative and summative assessment, traditional and alternative assessment, computer-based testing. The report also explores how principles of language assessment can and should be applied to formal tests. There are some examples illustrating principles and guidelines of assessment.

Presenter

Zalesova Natalya, PhD, Associate Professor, Amur State University, Blagoveshchensk, Russia

TYPICAL MISTAKES WHEN PERFORMING TASKS OF THE ORAL PART OF THE UNIFIED STATE EXAM IN ENGLISH

The Unified State Exam in English consists of two parts: written and oral. This article deals with the typical mistakes that exam participants make in the Amur region when performing tasks of the oral part. All mistakes can be divided into several groups: those related to the language design of the utterance (the correctness of phonetics, vocabulary, and grammar) and the implementation of the communicative purpose set in the task. At the segmental level of phonetics, one of the most common difficulties is the pronunciation of interdental sounds [σ]/[θ], at the suprasegmental level frequent mistakes include putting unjustified pauses. Lexical errors involve the incorrect use of a word in context. Among the variety of grammatical errors, there are violations of the word order in all sentence types, the incorrect use of prepositions and tense-aspect forms. The tasks of the oral part have a clear communicative task, the implementation of which is the main assessment criterion. Incorrect understanding of the task leads to numerous violations of this aspect.

Presenter

Zamyatina Alena, English Language Instructor, Amur State University, Blagoveshchensk, Russia

APPLYING DATA FROM NEUROLINGUISTIC RESEARCH TO TEACHING ENGLISH PHONETICS

One of the key aims in teaching pronunciation has always been approaching a native-like accent in the target language. However, the supporters of the critical period hypothesis in second and foreign language acquisition argued that this was unachievable for an adult learner. In recent years, the latter stance has been fueled by the introduction of the English as a Lingua Franca (ELF) paradigm into the methodology of teaching English phonetics. As a result, English phonetics has been largely neglected by both teachers and learners. Drawing on the importance to acquire only core phonetic features of the world's lingua franca that ensure general understanding in global contexts, teachers do not require much effort from students on the part of phonetic organization of their speech. In real communication contexts, mispronunciation of particular English sounds and their sequences by non-native speakers, along with drawbacks in accentuation and intonation, quite often severely hinders understanding.

With the phonetic means being noticeably impoverished, the spectrum of information transmitted in non-native English speech has become drastically limited in terms of conveying modal and emotional connotations. Providing a range of other arguments for maintaining a strong teaching focus on English phonetics, this paper seeks to bring facts from modern neurolinguistic research on neural processing of acoustic-phonetic information in native and non-native language. The data, on the one hand, shows the neural nature of accent arising in the course of foreign language acquisition and proves attainability of native-like proficiency for learners, on the other. At the same time, the author assumes that findings in neurolinguistics can serve a potent source for the improvement of current phonetics teaching methodology. On the basis of the literature review, the author describes the advances in neurolinguistics, having fundamental implications for ameliorating a foreign accent. The latest data on the "architecture" of neural networks of the bilingual brain, types and localization of neural activation in the production and perception of native versus foreign speech, as well as objective methods of neuroimaging and brain mapping used to describe the procedures of phonetic speech coding and decoding are given.

Presenter

Zavjalova Viktoria, Doctor of Philology, Professor, Far Eastern Federal University, Vladivostok, Russia

FORMS OF ADDRESS IN THE ENGLISHES OF EXPANDING CIRCLES (JAPANESE, THAI, AND RUSSIAN VARIETIES)

"Professor Ilina sensei", "Svetlana sensei", "Madam Sveta", "Khun Svetlana", "Svetlana Sergeevna" ... What do you think these vocatives mean and why are they used in so many diverse forms if the addressee is the same person?

Even though English is not the official language of Japan, Thailand, and Russia, it is widely used among citizens of the afore mentioned countries in business, education, mass media, as well as a lingua franca. Englishes spoken in Japan, Thailand and Russia have turned into unique varieties with their pronunciation, grammar, and vocabulary.

Any English variety is undoubtedly the product of its speakers' cultural features, and it is the culture that the speakers of a certain variety try to share with the rest of the world with the assistance of the English language.

Forms of address, one of the most integral constituents of the speech etiquette, are the reflection of the cultural peculiarities of the speakers of the former since among the functions of vocatives are to attract attention of the person one wants to speak to, to express the addresser's attitude to the addressee, to remind of the spiritual relations between the speakers, to empathize the speakers' professional status, and many others.

Thus, analysis of the forms of address used in Japanese, Thai, and Russian varieties of the English language is sure to reflect their speakers' national identities and this is what the presentation is about.

Presenter

Il'ina Svetlana, PhD, Associate Professor with the Academic department of the English Language, School of Regional and International Relations, Far Eastern Federal University, has been teaching English to students of the Russian-American /Australian international programs for more than 20 years. Among her academic interests are Asian Englishes in general and forms of address in varieties of English in particular

PUNCTUATION TEACHING IN PREPARING STUDENTS FOR FINAL EXAMINATION OF THE ENGLISH LANGUAGE RNE

The current paper is focused on the punctuation teaching while preparing schoolchildren for state final examination in the English language. The textbooks used for state finals preparation provide students with scarce information on punctuation issues which makes the current paper relevant. The authors describe the main comma functions and compare the rules of comma usage in the English and Russian languages: commas for different types of complex sentences; introductory clauses, phrases and words; essential and non-essential clauses, phrases and words; clauses written in a series; coordinate and non-coordinate adjectives; modifiers; geographical names; dates; addresses; titles; interjections; direct address; direct speech; accentual marking of important or new information.

Presenters

Ivanashko Yulia, PhD, Associate Professor, Amur State University, Blagoveshchensk, Russia

Protsukovich Elena, PhD, Associate Professor, Amur State University, Blagoveshchensk, Russia

CURRENT TRENDS IN WORD FORMATION IN THE ENGLISH LANGUAGE

High rates of development and changes in all aspects of human life and society cause the need for new language units, which are formed both on the basis of traditionally productive word-forming methods (derivation, word composition, conversion), and with the help of so-called compressive types of word formation, which are becoming increasingly widespread in the language. It leads to formation of lexical units with a shorter, compressed form. The compressive methods of word formation usually include various types of abbreviations: clipping, initial abbreviation, acronymy, contamination, multicomponent word composition, i.e. those word-forming processes on the basis of which more capacious condensed language forms are produced from the corresponding word combinations. To identify word-formation trends in the modern English language, an analysis of neologisms selected from the Cambridge Dictionary electronic dictionary for 2020-2021 (186 units) was conducted. According to the study, the vast majority of units were formed as a result of compressive word-forming processes (168 units). The most productive way to create new words turned out to be word composition (109 units), which is considered one of the traditionally active ways to replenish the vocabulary in the English language. The next most common and active type of new words is contaminated words (49 units). As for the traditionally accepted methods of implementing language economy – various models of clipping and abbreviation, there are relatively few such units among new words (10 units). Thus, the tendency of the modern language to create compressive units is realized mainly with the help of word composition and contamination.

Presenter

Ischenko Irina, PhD, Associate Professor, Amur State University, Blagoveshchensk, Russia

A COMPUTER TESTING SYSTEM FOR CONTROL OF AUDITORY- PRONOUNCING SKILLS IN EFL STUDENTS

When teaching phonetics of a foreign language at the initial stage at the university, there is a need to develop the necessary movements for the accurate formation and articulation of sounds and their combinations through constant training of pronunciation in the classroom. Students' independent work and self-monitoring of achievements are of great importance to control the accuracy of speech. Computer testing technology, which is increasingly used in education, maybe one of the most popular means of such control and an effective method of verification. The purpose of the study is to substantiate and create a system of computer testing for auditory-pronouncing skills in Russian EFL students. The following tasks are formulated: to reveal the linguistic and methodological principles and the test requirements for the quality of tests; to develop an algorithm and implement a system of computer testing of students' auditory skills; to develop and implement the function of recognizing the students' speech to control pronunciation skills. Constructed on the mistakes analysis in the Russian students' English speech, a pre-test was conducted, on the basis of which a phonetic computer test was developed. This test allows working on improving students' auditory-pronouncing skills, stimulating their independent activity, as well as creating methods for correcting phonetic skills by applying a computer test.

Presenter

Kapitan Vitaliy, PhD in Physics and Mathematics, Associate Professor, Far Eastern Federal University, Vladivostok, Russia

LINGUISTIC FEATURES OF THE DESCRIPTION OF NATURE IN A MODERNIST LITERARY TEXT (BASED ON THE INTERLUDES OF THE NOVEL " THE WAVES" BY V. WOOLF»)

Understanding and interpreting a modernist literary text has always been a difficult problem. V. Woolf's novel "The Waves" is an experimental prose that reflects the life of the souls of six people from early childhood to their old age. The description of each stage in the life of the characters is preceded by an interlude containing a description of a house with a garden on the beach. Interludes go through the entire novel and describe one day from early dawn to late night. Interludes convey the mood of the characters at each stage of their lives, preparing the reader for the events of the coming chapter. We see a constantly changing sea, waves, and restless flocks of birds. Each description is independent and unique, and, at the same time, it is one of the links in the general chain of narration. In interludes, everything flows, moves, and complements each other. The author uses such language tools as phrases with descriptive adjectives, prepositional constructions, epithets, etc. to convey a sense of the great variety and changeability of the world around.

Presenter

Karavanova Ekaterina, PhD, Associated Professor, Department of "Foreign languages and intercultural communication Far Eastern State Transport University, Khabarovsk, Russia

WHY DO COGNITIVE CONSTRAINS INTERFERE IN THE WRITING PROCESS?

With the increased development of international relationships and globalization in educational process effective teaching is especially challenging. The level of language proficiency depends not only on the language study, but also on the awareness of the different perceptions of how people speak, understand, or communicate worldwide, which can significantly reduce the intercultural barriers. Thus, maintenance of effective communication within the classroom can improve not only the students' interest in a subject and, therefore, their work production, but also create strong relationships inside the group itself.

This paper argues that teaching writing should not be limited by the development of the academic writing skills, but includes complex goals to increase cognitive and language skills proficiency, such as forming a hypothesis, analyzing information, rendering, thinking critically, etc.

The preliminary results show that though students from different cultures initially have different concepts about the academic genres and handle writing with different learning and writing styles, effective communication and motivation for academic writing positively correlate with their confidence to overcome emotional, behavior, and language constrains throughout their study.

Presenter

Kasyanova Evgenia, PhD, Associate Professor, Far Eastern Federal University, Vladivostok, Russia

METHODS OF ORGANIZING READING TASKS IN MOODLE

Issues of distant learning are often discussed these days. There are two opposite opinions about it: the first is that it is a blessing with numerous advantages, the second is that it is a curse with more disadvantages decreasing the quality of education. However, the truth is somewhere in the middle. It is very important to understand the way the quality and quantity of interactive tasks correlate. The paper focuses on Moodle – one of the most widespread system of distant learning (in Russia as well as abroad). It aims to describe tools of creating interactive reading tasks, gives clues of transforming traditional reading tasks into interactive ones and discusses the volume and consistency of these tasks in the process of learning. The author's experience of distant and blended learning of ESP students is also described.

Presenter

Karavaeva Veronika, PhD in Philology, Associate Professor of the Department of Foreign Languages, Amur State University, Blagoveshchensk, Russia

STORYTELLING IN LECTURE DISCOURSE: CROSS-CULTURAL ASPECTS

Storytelling is a communication technology (Chelnokova, 2017), a communication strategy (Khutiz, 2020) that relies on an exciting story told with a clear purpose. A good story is an effective way to transfer information and persuade. That is why storytelling has become a discursive means that is used to attract the attention of a target audience and, as a result, successfully achieve a persuasive impact.

Academics stress how effective storytelling can be in education (Lin 2014) and science (Colmenares 2017; Sundin 2018). The purpose of this research is to reveal the characteristics of storytelling in Russian and English-language lectures uncovering its cross-cultural specifics. The research corpus comprises three lectures in linguistics in Russian (by Svetlana G. Ter-Minasova, Tatiana V. Chernigovskaya, and Valeria E. Chernyavskaya) and three lectures in English (the lecturers are Lera Boroditski, Claire Kramersch, Deborah Tannen). The transcripts of these lectures were studied by means of discursive and content analysis, and methods of qualitative, quantitative, and structural analysis.

The analysis allowed identifying the following common features of storytelling in both languages: clear structural organization of narrative; real-life characters; emotionally charged lexis; factual information; verbs of action; dialogicity means (for instance, inclusive "we"). Cross-cultural specifics of storytelling include: higher frequency of the use of stories in the lectures in English; the use of "villains" by Russian lecturers to make their stories more dramatic. English-language lecturers construct their stories on the narrative that is not necessarily based on their personal experience; they also use stories describing how the research was conducted; some of the stories make their audiences laugh.

The conclusion is made that storytelling intensifies the audience's interest in the topic of the lecture, improves the contact between the lecturers and the audience, and helps to clarify notions connected with the topic of the lecture and to make the communication engaging and persuasive.

Presenter

Khutiz Irina., Doctor of Philology, Associate Professor, Kuban State University, Russia

CONCEPTUALIZING IMPLIED MEANING IN THE PILOT VIDEO PROJECT

The current research carried out in 2018-2020 gives an insight into how successfully the online videos organized as a pilot video project can be implemented for undergraduate university students majoring in International Relations (IR) studies to develop and consolidate their viewing comprehension (VC) competence. The course objectives are to enhance students' the skills to perceive and process the video information offered by YouTube-based videos and expand their awareness of the most relevant issues of the course syllabus.

Not only were the students requested to practice watching videos for the gist, main ideas and subsidiary details applying key viewing comprehension strategies, but they were also instructed to develop their insight into context-bound information such as ambiguity, connotations and implied meaning, and distinguish between implicit and directly-stated content. As the report states, 47 students' ability to conceive different types of implied meaning was analyzed in terms of comprehension accuracy through several tests based on project units in the course of 2018-2020.

Furthermore, the research elaborates on key viewing comprehension strategies worked out by such pre-viewing, while-viewing and post-viewing activities as paraphrasing, clarifying, extending or defining the implicit information and making inferences as well as different levels of VC competences related to them.

The statistics of the tentative video project submitted in the research indicates the increased viewing comprehension levels in IR university students over the course of 2018- 2020 which testifies to the efficiency of the current video project under consideration.

Presenter

Korotkova Elena, Associate Professor, Far Eastern Federal University, Vladivostok, Russia

LINGUISTIC LANDSCAPE OF VLADIVOSTOK THROUGH ENGLISH NAMES OF CITY OBJECTS

The paper presents the results of the research carried out in the field of urban linguistics, which is a rapidly expanding academic area. Being a relatively new approach, the study of linguistic landscape explores language in the environment, words and images displayed or exposed in public spaces of a given territory. In other words, this approach studies languages in context by focusing on the written information that is available on language signs in a specific area. The paper analyses functioning of English in the linguistic landscape of a modern Russian city, sea-port Vladivostok. The research focuses on the written information that is available on language signs in the city, in particular, English names of cafes, restaurants, bars, etc. The report provides data on specific characteristics of structure and semantics of city nominations. The findings reveal major current tendencies in the processes of giving English names to the food service companies in Vladivostok.

Presenter

Kozhina Natalia, Associate Professor, Far Eastern Federal University, Vladivostok, Russia

THE THEORY OF CONCEPTUAL METAPHOR AND ITS APPLICATION TO TEACHING EFL

Cognitive linguistics posits that the largest part of our cognitive system is metaphorical and abstract things which are conceptualized mostly in terms of concrete things. Also, the presumably dead metaphors are still alive and are instantiated in language on a regular basis. As long as we can grasp the direct meaning of a word (like 'catch a flying object' in grasp) it is a metaphor. A single conceptual metaphor spins off a lot of metaphorical expressions, all of which may be easy to remember if grouped around several generic source domains of metaphors. What is needed to facilitate teaching and learning EFL is to look for a conceptual metaphor behind a group of different, but thematically related and metaphorically used lexemes. It may also happen that formally identical expressions have different meanings. In this case, different meanings are because these expressions are instantiated by different conceptual metaphors. We claim that developing learner's skill of looking for a conceptual metaphor behind a group of metaphorical expressions may advance them in reading and listening comprehension and spare mechanical learning of otherwise unrelated words.

Presenter

Koulchitskaya Larissa, PhD in Philology, Associate Professor, Far Eastern Federal University, Vladivostok, Russia

CONVERSATION ANALYSIS DATA IN EFL CLASS: A WAY TO EFFECTIVE INTERACTION

The paper presents the potential of the linguistic approach to the study of conversation, i.e., conversation analysis, to be applied in EFL classes. Providing "conversation (dialogue)" is the most fundamental form of human interaction. It is a primary method which forms, maintains and dissolves interpersonal relations in developing conversational skills while teaching students a foreign language.

Participating in everyday conversations people very often experience problems managing it, keeping it under control which threaten to embarrass us as well as our interlocutors and, as a consequence, prevent us from reaching our immediate and long-term goals. Thus, it makes the whole process of speech-making ineffective. Classroom observation and analysis showed that this is especially the case with Russian students making up dialogues in EFL class.

The present research makes use of the main principles of conversation analysis (Harvey Sacks, Emanuel Schegloff, Gail Jefferson) for their further exploitation in EFL class. It provides the samples of dialogue found in student textbooks as well as in real life. The article presents the basic characteristics of an ordinary conversation as well as the analysis tools to study the inner mechanisms of dialogue structure and its functioning application. The author offers a number of tips and tasks that can be used to analyze and teach how to generate a true-to-life dialogue in class.

Presenters

Krasnoperova Yulia V., Candidate degree in Philology, Associate Professor, Head of the First Foreign Language and Translation Studies Department of Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russia

Borovikova Karina V., Candidate degree in Philology, Associate Professor, Dean of Philology and Intercultural Communication Faculty of Amur State University of Humanities and Pedagogy, Komsomolsk-on-Amur, Russia

AMERICAN ENGLISH AND RUSSIAN IDENTITY OF TRANSLINGUAL WRITERS

The paper discusses the phenomenon of creative translanguaging, which means writing in one or two languages that are not the native tongues. Contemporary American literature may be proud of its modern writers of Russian and Soviet descent: Olga Grushin, Sana Krasikov, Lara Vapnyar, Anya Ulinich, Irina Reyn. All the authors changed their country of birth and moved to the USA and as a result, they chose English as the language of their creative writings. However, the English of their works reflects the Russian language, culture, and identity of the writers making the English text not truly English. The paper shows the techniques used by the authors to render their cultural specifics and finally raises the question if their language is American English or Russian variety of English.

Presenter

Lebedeva Ekaterina, Senior English Language Teacher, Lomonosov Moscow State University, Moscow, Russia

WEAK FORMS IN CHINESE SPONTANEOUS SPEECH: COMPARING THE RESULTS OF ACOUSTIC AND PERCEPTUAL STUDY

The report deals with modifications of vowels and consonants of the Chinese syllable and cases of their loss. The acoustic analysis of the spontaneous speech of six young female Mandarin speakers in areas with a fast pronunciation rate revealed weak forms of official and significant words and their combinations. They were the result of the voicing of strong initials, the replacement of the affricate initials with plosives, the qualitative reduction of individual vowel parts of the finals, the monophthongization of the diphthongs in the finals, the dropping out of the initials, parts of the finals, and even the whole finals. In a number of cases, this led to potential homophony, when modified words and their combinations showed acoustic similarity to other Chinese words and their combinations. Linguists and naive native speakers are aware of the possibility of syllable modification and homophony.

Presenter

Li Yifang, PhD student in Amur State University in Blagoveshchensk, Russia

THE ON-LINE STUDY OF THE LANGUAGE OF FRENCH POLITICAL COMMUNICATION WITHIN THE MASTER PROGRAM "INTERNATIONAL STRATEGIC COMMUNICATIONS" REALIZED BY THE SCHOOL OF WORLD POLITICS (SWP) AT LOMONOSOV MOSCOW STATE UNIVERSITY

The paper discusses the problem of the study of the language of French political communication on-line within the master program "International strategic communications" realized by the school of world politics (SWP) at Lomonosov Moscow State University. It is illustrated that the study of French media resources, such as newspapers and videos could promote to achieve perfect results in acquiring the knowledge of the French political discourse.

Presenter

Loginova Polina, PhD in Philology, Senior Lecturer, Lomonosov Moscow State University, Moscow, Russia

STUDENT'S SELF-ASSESSMENT DIARY IN TRANSLATION AND INTERPRETING CLASSES

The presenter is going to share the experience of using a self-assessment diary to improve translation skills of students as well as to enhance efficiency of teacher's work. The suggested method of autonomous training can help to compensate limited classroom training time. It enables young translators to detect the incipient problems and overcome them. Among the problems, which were mentioned by students, are hesitation pauses, interpreting pace decrease, accent misunderstanding, violation of style and genre, collocation and syntax mutilation. Using a self-assessment diary can make translation training a more individualized and efficient process.

Presenter

Lupacheva Tatiana, Ph.D. in Linguistics, Associate Professor, Department of Linguistics and Intercultural Communication, Far Eastern Federal University, Vladivostok, Russia
FEELTA Executive Board Member, Translation Teachers' Association
Ambassador in the Far East

LINGUOCOLOR PICTURE OF THE FASHION WORLD CREATED BY PANTONE COLOR INSTITUTE IN 2010 – 2020

The report presents the results of the analysis of the linguocolor picture of the fashion industry world which was formed by the experts of the American PANTONE Color Institute in the process of creating fashionable colors and shades in 2010-2020. Based on the articles published on the website of the PANTONE Color Institute, a description of the «linguocolor» picture of the world of the fashion industry is given.

The «linguocolor» picture of the world of the fashion industry formed by the experts of the PANTONE Color Institute is included as an integral part in the picture of the world of the English-speaking community.

The concepts of the «linguocolor» picture of the fashion industry world which are formed in the process of choosing the color of the year are the key fragments of this picture. Concepts of other colors and shades included in the fashion palettes are defined as "related".

Structurally and semantically the «linguocolor» picture formed by the experts of the PANTONE Color Institute splits into two global fragments: the concepts included in the "New York Fashion Week" *versus* "London Fashion Week" palettes. These fragments objectivize the national and cultural specifics of the «linguocolor» picture of the fashion world created by the experts of the PANTONE Color Institute.

Presenters

Ma Tatyana Yu., Doctor of Sciences in Philology, Head of the Translation and Intercultural Communication Department, Amur State University, Blagoveshchensk, Russia

Situn Nadezhda V., Assistant of the Translation and Intercultural Communication Department, Amur State University, Blagoveshchensk, Russia

IN SEARCH OF NEW WAYS TO GAIN KNOWLEDGE. THOUGHTS AFTER 1-YEAR EXPERIENCE OF DISTANT AND BLENDED LEARNING AT SCHOOL

The Digital Education is a reality of modern system of Russian education. It is much more acceptable and efficient for the Alfa Schoolchildren, the Digital Natives. But here we face the issue of rejection of the digitalization of the Digital Immigrants.

The article reviews this collapse of interests drawing an example of one-year Blended Learning experience in the 6th grade of Sadovoye Secondary School.

Presenter

Moskaleva Marina V., English teacher, a coach of Mobile Electronic Education (MEO) Company, the winner of All-Russia Contest " Digital Education without borders", the author of the Exemplary Amur Region Program for Patriotic Kid Raising, Sadovoye Comprehensive School Principal Assistant, Sadovoye Comprehensive School, Amur Region, Russia

ACOUSTIC FEATURES OF BRITISH INTERVOCALIC STOPS (BASED ON POLITICAL DISCOURSE)

The article studies acoustic properties of intervocalic stops before stressed and unstressed vowels in different positions in the utterance. The material for the study included samples of prepared speeches recorded from British politicians. The emphasis of the research is made on the description of the modern tendencies in the British stops manifestation and their impact on standard pronunciation. The measurements of stops total duration, occlusion duration, impulse and friction duration were made using PRAAT, statistical analysis included mean values and correlation. In addition, F0 presence/absence and intensity values were analyzed. The following results were obtained: (i) a few occurrences of additional impulse phase were identified in dynamic spectrograms of velar stops /g/ and /k/, (ii) post-vocalic friction was discovered to consistently appear before the occlusion of all the 6 stops, (iii) ambisyllabicity features for /t/ were found, (iv) post-impulse friction in voiced stops appeared, possibly as a result of palatalizing effect of the following front vowel. The results might be useful for more precise description of standard phonetic patterns of the stops as well as for teaching English listening and pronunciation skills.

Presenter

Musaeva Elena, Senior Lecturer, Amur State University, Blagoveshchensk, Russia

MEDIA IMAGE OF EUROPE IN AMERICAN MASS MEDIA

The subject of the study is the media image of Europe in American media. The goal of the work is to determine the features of the image of Europe in electronic versions of the leading periodicals of the United States, as well as to identify and analyze language means, actualizing the image of Europe in the US media. As a result of the study, the following conclusions were made: 1) the dominant topics are the following: "Economic Condition of Europe", where the leading place is given to the image of Europe, experiencing an economic crisis; "Internal European Problems" to which American journalists include a migration crisis, identity crisis, demographic crisis, disunity of European countries; "Relations with the United States", where Europe appears in the form of both the enemy and the ally of the United States; 2) To create a media image of Europe in the American media, the authors of the articles use various language means: stylistic techniques and intertextual inclusions (epithets, metaphors, allusions, precedent names), emotive vocabulary, rhetorical questions; 3) The authors of publications form a negative image of Europe, as the media is focused mainly on negative signs of Europe.

Presenter

Pinchukova Natalya, PhD, Associate Professor, Amur State University, Blagoveshchensk, Russia

UNIVERSITY INTERNATIONALIZATION STRATEGY DESIGN AND ACCOMPLISHMENT: THE MISSION OF FOREIGN LANGUAGE TEACHERS

Internationalization of university education has become a priority on the federal level. Russian universities endeavor to plan a balanced strategy of internationalization and implement international components into higher education. Creating an effective language environment on campus is one of the keys to accomplish the goals of this strategy efficiently. In this perspective, the mission of language departments and foreign language instructors is currently changing. The report focuses on processes which update the role of foreign language teachers in developing international academic mobility, research collaborations, educational services improvement, and upgrading recruitment of international students and their supervision.

Presenter

Royba Natalia, PhD, Head of International Office, Associate Professor at the Chair of Intercultural Communication and Translation, Amur State University, Russia
FEELTA member since 1999 .

LETTER TO QUEEN ELIZABETH II

The practical skills of writing business letters are necessary for a modern professional. The paper presents a theoretical analysis of a congratulatory letter to Queen Elizabeth II on the 95th anniversary of her birth as a form of business correspondence. On the basis of historical literature, the origin of the Queen of Britain is studied; interesting facts and features of the English royal mail are examined. As a result of the conducted research, it was revealed that Her Majesty Elizabeth II always responds to letters from her citizens, and can also respond to messages from residents of other countries. In this regard, based on the results obtained, instructions for writing a letter to the Queen of Britain were developed. According to the developed instructions, a congratulatory letter was drawn up, sent and successfully received by the addressee in connection with the jubilee Birthday of Queen Elizabeth II.

Presenter

Rudenko Alyona, English Language Instructor, Amur College of Service and Trade, Blagoveshchensk, Russia

DIGITAL CITIZENSHIP: ESSENTIAL FOR HOPES, DREAMS, ASPIRATIONS, AND ACHIEVEMENTS

What is Digital Citizenship and why is it important for English language teaching and learning? In a broader sense, this is a vital component of 21st Century Skills development. This is especially true in the area of literacies: information, media, and technology with definite relevance in social skills. An even larger topic that has been given attention is IR4.0, that is Industrial Revolution 4.0, and we must understand this as we consider our language goals for educating the next generation of learners, workers, and global citizens.

We begin by asking: How should we access, use, create, and share content throughout the digital world? What does it mean to be a good Digital Citizen?

Session attendees will learn definitions, consider a proposed framework, and participate in an open-forum discussion to draw conclusions about why such a framework is necessary and how it will look in our respective settings.

Our collective goal: to equip educators and students to be literate and competent using the language of digital citizens.

Even more details....

The S3 (Safe, Savvy, and Social) framework is a succinct and effective model for addressing the "nine elements of digital citizenship". These nine elements, in turn, are the result of growing efforts to identify and organize the most important aspects of teaching and using technology in the digital era. These elements have been independently and internationally recognized.

The nine elements give us a provisional structure for guiding our discussion. Significantly, they give us a common vocabulary to work with; such definitions and standards make it easier to incorporate them into our schools and classrooms. Given our Conference focus of English language teaching and learning, we will explore ways in which schools are already using some version of these standards in English language classes while considering what we can take back to our classrooms, curriculum meetings, and communities of learning.

Our collective goal: to equip educators and students to be literate and competent using the language of digital citizens.

Presenter

Rush James G., II, has taught English as a Foreign Language for more than

14 of his 17 years as an educator. He currently serves at Luther University in South Korea. He arrived in South Korea in fall of 2016 and became a member of Korea TESOL in 2017. Currently, he serves as a chapter president and as chairperson of the International Outreach Committee. He has taught at all levels and worked overseas in Taiwan, Vietnam, Japan, Macau, Shanghai, Shenzhen, and South Africa.

COMPOUND TERMS: HOW TO DISTINGUISH AND INTERPRET

Compound words, or compounds, are quite common in many, if not in all, languages, and characteristic of any functional style, the English scientific prose being but one good example. English compounds have long been under consideration, though few studies focus on research literature. To date, there is hardly any simple but rigorous definition of the term compound itself. Since the continuity of a compound is not the only criterion to distinguish it from different type of derivatives and collocations, recognition of these words may be a problem, which, in turn, makes their comprehension difficult.

The paper is an attempt to reveal typical types of compound terms in nonfiction as a part of various landscape, while the latter is very instrumental in analyzing and interpreting them using the communicative-functional approach. The findings thus obtained could be of interest both to those reading science and teaching it.

Presenter

Savintseva Svetlana, Associate Professor, Department of Foreign Languages National Scientific Center of Marine Biology, named after A.V. Zhirmunsky Far Eastern Branch, Russian Academy of Science, Vladivostok, Russia

DO WE REALLY NEED BRITISH ACCENT?

The status of the English language as a lingua franca has predicated a number of provisions that look flawless as theoretical premises, and politically correct, but when implemented in the classroom, lead to sad results. The naïve belief in the benefits of multi-accented exposure gave rise to the disastrous practical implications in the diverse multicultural student classrooms. This belief is based on the assumption that native English speakers' pronunciation standard cannot have any advantage over those of the non-native speakers in terms of communicative value. Within this approach, which is viewed as a methodological principle, students are discouraged from fighting their non-native accents. Against the backdrop of the increased teaching load this approach is eagerly adopted in Russian universities.

Presenter

Soboleva Svetlana, PhD, Associate Professor, Far Eastern Federal University, Vladivostok, Russia

ENGLISH LANGUAGE LEARNER'S DICTIONARIES AS A REFLECTION OF EIL: THE CASE OF NORTHEAST ASIAN LOANWORDS

The globalization processes taking place in the modern world and the observed expansion of the spheres of international contacts have led to the unprecedented spread of English, which retains its role as a universal language of worldwide and cross-cultural communication. Today English reflects not only the culture of its native speakers but also the culture of other nationalities and transmits their national identity to the whole world. This fact can be traced in the form of foreign borrowings in the lexical composition of the English language. The paper analyzes the most authoritative monolingual English-language learner's dictionaries, which are designed to meet the reference needs of people learning English as a non-native language and serve as the de facto tool for mediated acquaintance with other cultures. The study explores how modern learner's dictionaries reflect the current global status of English with a particular emphasis paid to the presentation of culture-loaded borrowings from Northeast Asian countries (China, Japan, Korea, and Russia).

Presenter

Sokolov Alexander, Postgraduate Student, Department of Linguistics of Intercultural Communication, Far Eastern Federal University, Vladivostok, Russia

WEAK FORMS OF WORDS IN SOCIO- POLITICAL DISCOURSE (BASED ON FEMALE SPEECH)

The paper aims at studying weak forms of Russian words in female speech in public speaking on social and political issues. The authors performed acoustic analysis of speech samples obtained from 3 subjects. As a result weak forms of both functional and notional words were found as a consequence of various phoneme modifications and elision, often followed by liaison. According to the connected speech processes, frequently using weak forms, they were classified into special groups: vowel omissions, consonant omissions, syllable omissions and some vowel and consonant modifications.

Presenter

Streke Yanina V., English Language teacher, graduate program student, Amur State University, Blagoveshchensk, Russia

VOCAL SPEECH IN LISTENING SKILLS TRAINING

Listening is believed to be the basis of communication. It helps a person to understand the speech, to respond properly to what has been said and to present an adequate answer to the interlocutor. The paper proposes the application of vocal speech in English teaching. It also gives the definition of vocal speech; describes the main phonetic characteristics of vocal speech, which contribute to the recognition of foreign language speech by listeners. The paper presents the results of the study on the perception of vocal speech. The results of the study and the distinctive features of vocal speech convincingly indicate that it is necessary to pay special attention to vocal speech as a teaching method in the classroom of English.

Presenter

Sysoenko Viktoria, senior Lecturer, Far Eastern State Agricultural University, Blagoveshchensk, Russia

FEATURES OF PAUSE IN NATIVE AND ACCENT SPONTANEOUS SPEECH: ACOUSTIC ANALYSIS OF CHINESE NATIVE, RUSSIAN ACCENT AND RUSSIAN NATIVE SPEECH

The article deals with the prosodic aspects of the Sino-Russian interference, expressed by the nature of the pause. The material for the study was spontaneous native Russian and Chinese speech and Russian accented speech. Acoustic measurements included counting the number of pauses, measuring the duration of pauses, determining the direction of the main tone, the values of the formants of vocal fillers and their duration. Descriptive statistics methods were applied to the obtained data: quantitative calculation, determination of average, minimum and maximum values. As a result, universal and specific features of pause strategies and types of vocal pause fillers have been identified. The universal ones include the preference for unfilled pauses and a / am / m-shaped fillers. Specific features of the Chinese accent are the realizations of the γ -shaped vowel, complex vocal fillers, and vowel-nasal sonant combinations.

Presenter

Ten Ghai, PhD, Professor, Shanxi Datong University, China

DEVELOPING EFL SPEAKING FLUENCY THROUGH LISTENING-BASED ACTIVITIES

Speaking is the major skill in EFL learning and quite a challenging one for most non-native speakers as there is a lot more to speaking than the ability to make grammatically correct sentences.

As we know, successful spoken communication in a foreign language to the great extent depends on the effectiveness of the way we listen. Listening is an effective way for the learners to become aware of the main features of spoken language. The more students hear and understand spoken English, the more they gain a fluent native-like mode of speaking. Listening helps use natural pronunciation and intonation, become aware of frequent words and phrases, collocations and colligations, preferred ways of expressing particular ideas. If fluency of speaking is to be achieved, a mental store of memorized language chunks is absolutely essential.

So, different listening-based activities can not only be used to develop English language learners' skills to understand what people are saying to them, but also to develop the learners' speaking skills and abilities to communicate freely in English.

This paper focuses on a number of listening-based activities designed to expose the learners to instances of speaking in order to raise their awareness of the features of spoken language and develop speaking fluency.

Presenters

Titova Olga, Far Eastern Federal University, Vladivostok, Russia

Yeremenko Aleksandra, Far Eastern Federal University, Vladivostok, Russia

Yeremenko Irina, Secondary School with Intensive Program on Foreign Languages № 26, Vladivostok, Russia

THE COURSE OF LEXICOGRAPHY DESIGNED FOR THE BACHELOR'S PROGRAM "FUNDAMENTAL AND APPLIED LINGUISTICS"

The Department of Linguistics and Intercultural Communication (Far Eastern Federal University) is currently developing the practical course of lexicography designed for the bachelor's program "Fundamental and Applied Linguistics". This course pursues a number of goals and the following are the most important: a) to focus on activities related to such practical fields of linguistics as language for specific purposes, terminography and corpus linguistics, b) to draw the students' attention to their own skills in professional communication as these skills largely depend on the correct and appropriate use of LSP. These goals are achieved by dividing the entire course into the following items: lectures, seminars, and practical sessions. Such a structure enables students to shift from the teacher's interpretation of the theoretical content to joint discussions at seminars and, finally, to teacher-assisted activities aimed at developing students' practical skills.

Presenter

Trifonov A.S., Far Eastern Federal University, Vladivostok, Russia

ART TECHNOLOGIES: A MEAN OF DEVELOPING THE COMMUNICATION SKILLS OF STUDENTS IN ENGLISH LESSONS

The paper is devoted to the study of the use of art technologies in English lessons for the development of communication skills of students. This report examines the concept of art technologies. The report presents the results of a psychological study of students using the method of S. Efremtsev "Diagnosis of the dominant perceptual modality", and also shows the result of their application in English lessons. The methodological techniques of art technologies for the development of students' communication skills are also examined. The author shares the experience of using art technologies in English lessons in different classes, as well as methodological material on the use of grammatical tales in English lessons.

Presenter

Tsvigun Valeria, English Language Teacher, Raychikhinsk, Russia

HOW DO WE TALK ABOUT THE FUTURE IN ENGLISH AND RUSSIAN: A COMPARATIVE PERSPECTIVE

When I saw the title of the coming conference I knew at once that it was "my conference" and I could not miss it. Dreams, Hopes and Aspirations are definitely about the Future. Mystically I have been thinking about the mysteries around the ways of expressing the Future in the English and Russian languages for quite a long time already. So I decided that it was time to discuss it in public. The points I plan to discuss are the following: a) what is so mysterious about Future Tenses in our languages, b) why there are so many Present Tense verb forms in talking about the future in English, c) is it true that English has no Future Tense (some experts claim that), d) do we use more Future Tense verb forms in Russian than in English, e) how we can develop critical thinking in our students by discussing all these issues with them.

Presenter

Ushakova Irina, PhD in Philology, Associate Professor, Khabarovsk State University of Economics and Law, Khabarovsk, Russia

CHINESE TONES PERCEPTION (ON THE MATERIAL OF COMMERCIAL AND SOCIAL AUDIO ADVERTISEMENT)

The article focuses on the results of an experiment on the perception of Chinese tones in the Putonghua system. The purpose of the experiment was to identify what has a greater impact on the perception of Chinese tones: the pitch contour or the pitch level. The experiment included syllables where the contour or level did not correspond to their etymological lexical tone, but were similar with other tones. The informants were 100 native speakers of Putonghua at the age of 19–20, lived in the northern province of Heilongjiang and received a bachelor's degree in the faculties of the Russian language and Tourism and culture at Heihe University. The results of the experiment in most cases showed the impossibility of restoring the etymological tone in the case of substitutions in a limited context, if there is an appropriate homophone in the Chinese dictionary.

Presenter

Zhang Jianwen, Heihe University, Heihe, People's Republic of China

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